



NEW
LESSONS
IN ENGLISH

PATRICK.



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NEW
LESSONS IN ENGLISH
FOR
INTERMEDIATE GRADES

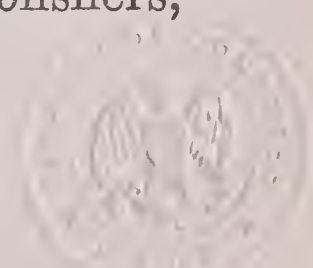
BY
✓
J. N. PATRICK, A. M.
11

You cannot, by all the lecturing in the world, enable a man to
make a shoe.

DR. JOHNSON.

A. FLANAGAN CO., Publishers,
CHICAGO.

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PREFACE.

“LESSONS IN ENGLISH” was written with two facts in view : FIRST, that pupils eleven and twelve years of age can think. SECOND, that exercises which require thought on the part of the pupil are the only exercises which lead him to a correct use of language.

Memorizing extracts from great authors will never familiarize pupils with the logical value of the grammatical elements. It is the mastery of the sentence that enables one to appreciate the beautiful in literature and to express thought clearly, concisely, and attractively.

This book is inductive in method, direct in aim, and concise in statement. Numerous and exacting exercises, rather than perplexing exceptions and comment, distinguish it from most elementary grammars.

It is believed that “LESSONS IN ENGLISH” is a proper introduction to the author’s “ESSENTIALS OF ENGLISH,” and that these two books furnish all the grammatical facts and exercises needed in the public schools.

J. N. PATRICK.

ST. LOUIS, MO.

NOTE—This book has been enlarged and enriched by the addition of the Illustrations, the Selections and Exercises on pages 17, 18, 47, 48, 97, 98, 147, 148, 157, 158, 169, 170, 171, 172, 175, 186, 189, 194, 197, and the valuable instructions on Letter Writing. This is the work of two experienced teachers and admirably supplements the text prepared by Prof. Patrick.

LESSONS IN ENGLISH.

CHAPTER I.

THE SENTENCE: KINDS—PRINCIPAL PARTS.

THE SENTENCE.

Think of something you did yesterday. Tell, or express, your thought.

What did you use to express your thought?

Thoughts are usually expressed by words, spoken or written.

Any means by which thoughts are expressed is language.

The language which we use is the English language.

- | | |
|----------------|-------------------|
| 1. We think. | 4. Short long. |
| 2. Read sing. | 5. Trees houses. |
| 3. Wood burns. | 6. Snow is white. |

Which of the above groups of words make sense, or express thoughts? Which do not express thoughts?

.....

1. wasting his time
2. in the morning
3. all misspent time
4. was the first President
5. the air that we breathe

Are the words in the above groups so arranged as to express some meaning? Does any one of the groups express a complete thought?

The words are so arranged as to express some meaning, yet it is necessary to add other words to each group in order to make it express a *complete thought*. Thus:

1. *The boy is* wasting his time.
2. *We go to school* in the morning.
3. All misspent time *will be regretted*.
4. *Washington* was the first President.
5. The air that we breathe *should be pure*.

When words are so put together as to express complete thoughts, they form **sentences**.

A **Sentence** is a group of words expressing a complete thought.

Every sentence should begin with a capital letter.

EXERCISE.

I.—Form a sentence of each of the following groups by properly arranging the words :

1. clouds rain dark bring
2. Florida in grow oranges
3. made cream butter is of
4. cat claws eighteen has a
5. boys the playing are ball
6. like place home there no is
7. sweetly the sings robin very
8. paper of made rags cotton is
9. islands Venice eighty is on built
10. on lived island an Robinson Crusoe

II.—Tell which of the following groups of words are sentences :

1. Children play.
2. Is made of iron.
3. A burning house.
4. The house is burning.
5. The cow eats hay.
6. Playing on the hay.
7. I sent you a book.
8. The book that I sent.
9. Steel is harder than iron.
10. Over the mountain.
11. He went over the mountain.

III.—Add such words as will make a sentence of each of the following groups :

1. The rose —
2. Seven days —
3. Robert Fulton —
4. Two little birds —
5. Elephants' tusks —
6. Industrious pupils —
7. In 1776 the United States —
8. — is the first month.
9. — was a great general.
10. — tell us the time of day.
11. — is the most useful metal.
12. — cannot breathe in the air.
13. — is the largest city in the world.
14. — is called the father of his country.
15. — revolves around the sun in a year.

IV.—Write sentences answering the following questions :

1. Of what use are camels?
2. What animal produces ivory?
3. How are minerals usually obtained?
4. What plant is most useful for food?
5. What plant is most used in making clothing?
6. By whom are anvils used? Saws? Plows? Awls?

V.—Write five sentences about your school.

KINDS OF SENTENCES.

1. The stars are distant.
2. Can you count the stars ?
3. Do not idle your time away.
4. How glad we are to see you !

Are the above groups sentences? Which one tells something? Which one asks a question? Which one expresses a command? Which one expresses strong feeling ?

A sentence which tells something is a **declarative sentence**. *To tell* means *to declare*.

A sentence which asks a question is an **interrogative sentence**. *To ask* means *to interrogate*.

A sentence which expresses a command is an **imperative sentence**. *Imperative* means *commanding*.

A sentence which expresses strong feeling is an **exclamatory sentence**. *To exclaim* means *to cry out*.

A **Declarative Sentence** tells something.

An **Interrogative Sentence** asks a question.

An **Imperative Sentence** expresses a command or a request.

An **Exclamatory Sentence** expresses sudden or strong feeling.

Every declarative and every imperative sentence should be followed by a period (.).

Every interrogative sentence should be followed by an interrogation point (?).

Every exclamatory sentence should be followed by an exclamation point (!).

EXERCISE.

I.—Tell which of the following sentences are declarative, which interrogative, which imperative, and which exclamatory :

Youth is short.	Did you see the sunset ?
What time is it ?	Woodman, spare that tree.
Oh, how you hurt me !	How many legs has a spider ?
Bring your book to me.	Wisdom is better than rubies.
What a warm day it is !	What a beautiful sunset it was !

II.—Copy the following sentences, using the proper punctuation mark after each :

1. Can the ostrich run fast
2. Form good habits in youth
3. Idleness often leads to vice
4. Please let me hear you read
5. How many sides has a triangle
6. How beautiful the moonlight is
7. The peacock is a native of India
8. Oh, how I want Christmas to come
9. What a beautiful tail the peacock has

III.—Write a declarative sentence about each of the following:

gold	owls
grass	a doll
school	vacation
Franklin	the stars
elephants	the Rocky Mountains

IV.—Change the following declarative sentences to interrogative sentences:

It is cold.	You can finish your work.
I shall come.	The boys want to go fishing.
The girl skates well.	There is a nest in the tree.
The stars are distant.	There are books in the desks.

V.—Write five interrogative sentences.

VI.—Write imperative sentences expressing:

1. The command of a teacher to her pupils.
2. Something your mother told you to do.
3. The command of a father to his son.
4. A favor you might ask of your father.
5. A request made of your teacher; of your mother; of a schoolmate.

VII.—Write an exclamatory sentence about each of the following:

a pretty doll	the moonlight
beautiful clouds	a severe storm
a flash of lightning	very high mountains

THE TWO PARTS OF A SENTENCE.

1. lions
2. the children
3. wave in the breeze
4. was a poet
5. how welcome is

Are these sentences? Is any thought expressed about *lions*? About *the children*? What *wave in the breeze*? Who *was a poet*? What *is welcome*?

To make sentences of the above, it is necessary to add to each group such words as will complete the thought. Thus :

1. Lions *roar*.
2. The children *are studying*.
3. *The leaves* wave in the breeze.
4. Was *Longfellow* a poet?
5. How welcome is *the rain*!

About what is something said in the first sentence? In the second? In the third? In the fourth? In the fifth? What is said about *lions*? About *children*? About *leaves*? About *Longfellow*? About *rain*?

Every sentence must have two parts—*that about which something is said*, and *that which expresses what is said*.

That part of a sentence about which something is said, is called the **subject** of the sentence ; the part which expresses what is said about the subject, is called the **predicate** of the sentence.

The **Subject** of a sentence is the part about which something is said.

The **Predicate** of a sentence is the part which expresses what is said about the subject.

EXERCISE.

I. — Copy the following sentences, drawing one line under the subject (when expressed), and two lines under the predicate of each :

1. Music charms.
2. Gunpowder explodes.
3. Speak only the truth.
4. Shun evil companions.
5. Morse was an inventor.
6. Are the clouds far away?
7. Can money buy happiness?
8. Pure water is the best drink.
9. How slowly the snail moves !
10. Rabbits burrow in the ground.
11. Where does coffee come from?
12. Do you like to read good books?
13. A wise son maketh a glad father.

14. What a brave general Grant was !
15. A good name is better than riches.
16. Outdoor exercises give us strength.
17. A love for the good makes us good.
18. The light of the sun makes the day.
19. The great oak grew from a little acorn.
20. The mill by the river runs by water-power.

II.—Supply predicates for each of the following subjects :

Lincoln	Indians
farmers	Whittier
the lark	the wren
the miser	a volcano
carpenters	pond-lilies
dark clouds	an idle boy
the Esquimaux	good children

III.—Supply subjects for each of the following predicates :

bark	purrs
flashes	twinkle
is brittle	was a hero
draw sledges	is a mineral
comes from China	delivers the letters
are troublesome insects	are moved by steam

IV.—Write five sentences, underlining the subjects once and the predicates twice.



FEEDING HER BIRDS.

FEEDING HER BIRDS.

1. Study this picture carefully.
2. Is the house like the houses you know?
3. Are the children dressed like the children in your school?
4. What time of year is represented?
5. Describe the picture orally.
6. Learn all you can about the artist and his work.
7. Write a brief description of the picture.
8. To what country do these children belong? How do you know?
9. Imagine yourself one of the children and describe your home and life.

Note to Teacher:

In using the pictures it will be found best for the child first to study the picture for himself and write the story of it as it appeals to his imagination. Then the teacher may add the information regarding the artist valuable to the pupil. In this way the children will learn of several masters.

Have both oral and written descriptions of the pictures. A variety is here presented to give the child a wide view of the possibilities in the art world. Art is life. Here is a combination of fact and fancy that makes for growth. Encourage pupils to bring in other pictures and begin making collections.

JEAN FRANCOIS MILLET.

Jean Francois Millet was born of peasant parents in a little town of France, 1814. He was a fine student. At eighteen he read the Bible and Vergil in Latin. At twenty he was a cultured man.

Millet was one of the five famous painters of the Barbizon School. It was his habit to study nature very attentively, yet much of his work was done within doors.

With almost cruel honesty this artist has portrayed the bitter drudgery of peasant life. His children, however, seem happy. In this pretty scene of the mother feeding her little flock, one can almost hear her caressing tones. One daring hen looks as if she might challenge the babe's right to be fed.

HIS HEAD WHEN HE WAS A BOY.

Two strangers once went to a museum in London. They had a guide, who showed them everything that was remarkable. Together with many other things he showed a skull, and told them it was that of Oliver Cromwell.

Now, as this skull was quite small, one of the strangers said: "How could so great a man have so small a head?" "Ah, well!" said the guide, "that was his head when he was a boy."

ANECDOTES.

Note to Teacher:

The use of the anecdote is to promote the story-telling power of the child. Have these anecdotes told orally, then written from memory. The teacher may tell the story and have the class reproduce orally or on paper. At other times the teacher may dictate an anecdote and then direct the pupil to compare his work with the text in the book for the purpose of correcting his mistakes. This is a most valuable exercise as a training in concentration, self-reliance and exactness. This work trains the memory, promotes self-possession, strengthens the conversational powers, and assists in spelling, capitalization and punctuation. Induce the children to relate these anecdotes at home and to bring back reports of the home interest in them. Induce them to bring in new stories; to try writing up incidents that happen on the playground, on the way home or at home. The baby's quaint sayings afford a great variety of pretty thoughts.

This original work in story-telling opens a new world to the child through observation and invention.

CHAPTER II.

PARTS OF SPEECH.

1. boys rain trees
2. play falls grow

Is either of the above groups of words a sentence? Notice that all the words in the first group are of one kind (name-words), and that all those in the second are of another kind (action-words).

Boys play. Rain falls. Trees grow.

How many sentences are there above? How many kinds of words in each? Every sentence must have at least how many kinds of words?

In order to add other ideas to these sentences, still other kinds of words must be added. Thus :

Happy boys play *merrily*.

The rain falls *from the* clouds.

Trees grow, *but they* grow *very slowly*.

Thus it is found that different *kinds* of words are needed to make sentences. Sentences form language, or *speech*; hence these different kinds of words are called **parts of speech**.

NOUNS.

1. *Stars* twinkle.
2. Tell the *truth*.
3. *Tea* grows in *China*.
4. Your *mind* will improve.
5. *John* laid his *book* on the *table*.

Mention the words that are used as *names* in the above sentences. Which word is the name of a person? Which the name of a place? Which words are the names of things? Which two name things that cannot be seen?

Words used as names are called **nouns**. *Noun* means *name*.

A **Noun** is a word used as a name.

EXERCISE.

I.—Find fifteen nouns in the following list of words:

of	new	eat	is
day	sing	soft	true
ripe	song	knife	voice
water	pencil	music	please
flower	sponge	rapidly	pleasure
perfume	wealth	labored	pleasant
England	wealthy	laborer	conscience

II.—Write the names of :

1. Five kinds of trees ;
Five kinds of birds ;
Five kinds of flowers ;
Five kinds of wild animals ;
Five kinds of domestic animals.
2. Five things in a church ;
Five things in a grocery store ;
Five things in a dry goods store ;
Five things in your school-room ;
Five things seen on your way to school.
3. Five different parts of a tree ;
Five different parts of a clock ;
Five different parts of a house ;
Five different parts of your body ;
Five different parts of a train of cars.
4. Five occupations ;
Five agricultural products ;
Five manufactured articles ;
Five materials used in making clothing ;
Five materials used in building houses.

III.—Copy the following sentences, and underline the nouns:

1. Silk is made in France.
 2. Longfellow wrote poems.
 3. Wood and coal are used for fuel.
- - - - -

4. Tanners prepare leather from hides.
5. The violet is admired for its sweet odor.
6. Hope springs eternal in the human breast.
7. Parrots are brought from Africa by sailors.
8. Webster, the statesman, had a great mind.
9. We believe that the soul lives after the body is dead.
10. The poet says the fragrance of the flower is its thought, which lives after it.

IV.—Use the following nouns in sentences :

glass	cork	year
earth	flash	echo
knives	tides	light
prairie	paws	scent
panthers	watches	report

V.—Write five sentences, and underline the nouns.

PRONOUNS.

1. May said to mamma, “May loves mamma.”
2. Little Jessie says, “Jessie wants Jessie’s doll.”
3. The girls took the girls’ lunch with the girls.
4. John took off John’s hat when John came in.
5. Mary has a kitten. Mary loves the kitten very much.

Do the above sentences sound right? Can you tell what is wrong with them?

The sentences sound right when we use certain words *in place* of some of the nouns. Thus:

1. May said to mamma, "*I* love *you*."
2. Little Jessie says, "*I* want *my* doll."
3. The girls took *their* lunch with *them*.
4. John took off *his* hat when *he* came in.
5. Mary has a kitten. *She* loves *it* very much.

What words are used to take the place of nouns? Name the noun for which each italicized word stands.

Words used in place of nouns are called **pronouns**. *Pronoun* means *for a noun*.

A **Pronoun** is a word used in place of a noun.

The noun for which a pronoun stands is called its antecedent.

The pronoun **I** should be written as a capital letter.

EXERCISE.

I.—Copy the following sentences, using pronouns to avoid the repetition of nouns :

1. John has a book and John will lend the book.
2. James will buy a pony if James can buy a pony cheap.
3. Harry loves Harry's mother and Harry's mother loves Harry.

4. Fannie asked Fannie's brother Tom to lend Fannie Tom's knife.

5. When Mary had finished reading Mary's book, Mary put the book away.

6. The whale looks like a fish, but the whale is not, for the whale cannot breathe in the water.

7. The pupils are in order. The pupils have the pupils' books ready to study the pupils' lessons.

8. William promised Gertrude that William would lend Gertrude William's grammar, that Gertrude might study Gertrude's lesson.

9. George and Tom took George's and Tom's sleds and went coasting. George and Tom stayed until George and Tom's mother called George and Tom.

II.—Copy the following sentences, and underline the pronouns; name the antecedent, if given:

1. I wrote a letter, but it was brief.

2. Ruth, you have not finished your work.

3. The boys asked their mother to excuse them.

4. Did you give me permission to read your book?

5. Our friends came, and we were glad to see them.

6. The horse is not afraid of its master, because he is kind to it.

7. John was here. He left word for you to meet him at his office.

8. Cyrus knew all the soldiers of his army, and could call them by their names.

III.—Write five sentences containing pronouns.

ADJECTIVES.

roses	boy
girls	men
flowers	money

Do you know what roses are meant? What girls? What flowers? Which boy? How many men? How much money? May not each of these nouns mean anything of its kind in the world?

A certain kind of words may be added to the nouns to change, or *modify*, their meaning. Thus :

<i>red</i> roses	<i>that</i> boy
<i>good</i> girls	<i>seven</i> men
<i>pretty</i> flowers	<i>some</i> money

Name the words used to modify the meaning of the nouns. Is there a difference between *roses* and *red roses*? Between *girls* and *good girls*?

Words used to modify the meaning of nouns are called **adjectives**. *Adjective* means *something added*.

An **Adjective** is a word used to qualify the meaning of a noun.

An adjective used in the predicate may modify the meaning of a pronoun in the subject; as,

He is *tall*. They are *happy*.

EXERCISE.

I. — Copy the following sentences, and underline the adjectives ; tell what each adjective modifies :

1. All people have unhappy hours.
2. A feeble old man has a tottering gait.
3. Lions are called carnivorous animals.
4. Grant was a firm, courageous, patriotic man.
5. The average human life is thirty-one years.
6. Last week he set out forty young pine trees.
7. We should pity that poor little ragged beggar.
8. White, fleecy clouds float in the bright blue sky.
9. The feathery frost-work makes beautiful pictures.
10. Much harm may be done by a few thoughtless words.
11. They had a stormy passage across the great ocean.
12. A cat has four padded feet and eighteen sharp, hidden claws.
13. Those grand old oak trees have been growing many long years.
14. This beautiful, gay butterfly was once an ugly, creeping caterpillar.

II. — Write sentences containing the following nouns, using one or more adjectives to describe what each names :

bird	lion	eyes
snow	wheat	moon
pupil	apple	berries
diamonds	soldier	disposition

III.—Write sentences containing the following words used as adjectives :

ten	tiny	real
blue	fresh	steep
shady	glossy	gloomy
bright	several	smiling
handsome	studious	fragrant
delicious	beautiful	interesting

IV.—Copy the following words, and write opposite each a word of opposite meaning :

old	legal	sad	true
soft	busy	deep	brave
high	warm	kind	heavy
tame	weak	short	honest
many	noisy	polite	correct
rough	sweet	regular	careful

V.—Think of as many adjectives as you can that might be used with each of the following nouns :

rose	stone
water	clouds
oranges	houses
weather	clothes
children	Washington

VI.—Write five sentences, each containing one or more adjectives.

VERBS.

- | | |
|------------------|-----------------|
| 1. a horse | 4. she happy |
| 2. the pupils | 5. ants insects |
| 3. John a letter | 6. velvet soft |

Are the above groups sentences? Is anything *said* about *a horse*? About *the pupils*? About *John*? About *she*? About *ants*? About *velvet*?

In order to make sentences of these groups, it is necessary to use in each a word that says, or *asserts*, something. Thus :

- | | |
|--------------------------------|------------------------------|
| 1. A horse <i>trots</i> . | 4. She <i>is</i> happy. |
| 2. The pupils <i>study</i> . | 5. Ants <i>are</i> insects. |
| 3. John <i>wrote</i> a letter. | 6. Velvet <i>feels</i> soft. |

Name the words that are used to assert something. Name the word in each sentence about which something is asserted.

Words used to assert (tell, ask, command) something of some person or thing, are called **verbs**. *Verb* means simply *a word*.

A **Verb** is a word used to assert something of some person or thing.

Every sentence must contain a *noun*, or its equivalent, and a *verb*, alone, or with other words. (See definitions of *subject* and *predicate*, page 13.)

The verb may consist of more than one word ; as,

A horse *can trot*.

The pupils *are studying*.

John *should have written* a letter.

EXERCISE.

I.—Copy the following sentences, and underline the verbs :

1. Coffee is a berry.
2. Bats are not birds.
3. Tides rise and fall.
4. Were there many present?
5. Have animals a language?
6. The cuckoo builds no nest.
7. What strange things history tells!
8. How many years make a century?
9. Keep thy heart with all diligence.
10. The moon reflects the light of the sun.
11. Will you deliver the note which I am writing?
12. How sweet the moonlight sleeps upon this bank!
13. And the rain descended, and the floods came, and the winds blew, and beat upon that house ; and it fell not, for it was founded upon a rock.
14. Woodman, spare that tree !
 Touch not a single bough !
 In youth it sheltered me,
 And I'll protect it now.

II.—From the following list of words, make twelve sentences of two words each :

hens	soar	lambs	reign
food	kings	burst	frisk
graze	cattle	cackle	cement
eagles	glisten	sparkle	nourishes
flashes	hardens	teachers	lightning
instruct	diamonds	dew-drops	soap-bubbles

III.—Use the following words as subjects of verbs :

lion	kings	bees
silver	farmer	birds
grapes	rivers	cooper
thunder	kerosene	flowers
lizards	squirrels	islands
Victoria	carpenters	America

IV.—Use the following verbs in sentences :

plow	swim	was	sow
falls	lived	hum	sews
float	crawl	were	shod
dawns	blooms	seem	chirp
shines	appear	wrung	scamper
discovered	remained	tastes	scratches

V.—Write five sentences, and underline the verbs.

ADVERBS.

1. John came.
2. The bird flew.
3. Some men work.

Do the verbs in the above sentence tell all that we wish to know? Might we not ask *when* John came? *Where* the bird flew? *How* some men work?

To answer these questions, it is necessary to add to the verbs certain words which modify their meaning. Thus :

1. John came *early*.
2. The bird flew *down*.
3. Some men work *rapidly*.

What word modifies the meaning of the verb in the first sentence? In the second? In the third?

Words used to modify the meaning of verbs are called adverbs. *Adverb* means *added to a verb*.

Adverbs are also used to modify the meaning of adjectives and other adverbs ; as,

They are *extremely* happy children.

Grace sang *unusually* well.

The river flows *very* swiftly.

An Adverb is a word used to modify the meaning of a verb, an adjective, or an adverb.

EXERCISE.

I.—Write as many adverbs as you can that denote :

1. How birds sing.
2. How people walk.
3. How pupils recite.
4. How we may speak.
5. How work may be done.

II.—Copy the following sentences and underline the adverbs ; tell what each adverb modifies :

1. Come immediately.
2. Here are your books.
3. The fire burns cheerily.
4. There are kind people everywhere.
5. Diamonds are extremely hard stones.
6. How softly and silently the snow falls !
7. Few persons speak perfectly correctly.
8. The ostrich is an exceedingly swift runner.
9. Always obey your parents promptly and cheerfully.
10. Winter is almost gone ; it will soon be summer.
11. We saw the balloon go up, but not come down.
12. The little bird opened its mouth wide, and hastily swallowed the worm.
13. The crocus blooms early in the spring ; the chrysanthemum late in the fall.
14. That very industrious boy does his work remarkably well, and greatly pleases his teacher.

III. — Change the following sentences so that adverbs may be used instead of the italicized adjectives :

1. He is a *swift* runner. [He runs *swiftly*.]
2. She is a *graceful* skater.
3. The bee is a *busy* worker.
4. John does *accurate* work.
5. His actions are *strange*.
6. Mary's writing is *beautiful*.
7. The girl sang a *sweet* song.
8. The boy made a *complete* failure.
9. He gave us an *interesting* talk.
10. The snail has a *slow* motion.
11. That horse is a *rapid* walker.

IV. — Write five sentences, each containing one or more adverbs.

PREPOSITIONS.

1. Will you come — us?
2. Here is a flower — you.
3. The boy ran — the house.
4. The book — the desk is mine.

Have these sentences any meaning? Is there any relation between *come* and *us*? Between *flower* and *you*? Between *ran* and *house*? Between *book* and *desk*?

A certain kind of word must be used in each of the above sentences to show a *relation* between the disconnected ideas. Thus :

1. Will you come *with* us?
2. Here is a flower *for* you.
3. The boy ran *into* the house.
4. The book *on* the desk is mine.

Name the words used to show relation. Tell between what the relation is shown in each sentence.

Words which join nouns or pronouns to other words by showing relation, are called **prepositions**. *Preposition* means *placed before*.

The noun or pronoun following a preposition, and related by it to some other word, is called the **object** of the preposition.

A **Preposition** is a word used to show the relation of its object to some other word.

EXERCISE.

I.—Copy the following sentences, underlining the prepositions once, and their objects twice ; also tell to what each preposition relates its object :

1. Do not lean against the wall.
2. The ship sails across the ocean.

3. Italy is a country beyond the sea.
4. I called for her and she came with me.
5. The house on the hill belongs to him.
6. The nest of the bird is in a tree by the brook.
7. Their home, near the city, was destroyed by fire.
8. A book with pictures in it is liked by children.
9. The pencil rolled off the table and fell to the floor.
10. The lark rises from the earth and soars toward the sky.
11. You cannot go over the mountains without a guide.
12. The boat came up the river and landed at the wharf.
13. He went into the garden, and now walks in the garden.
14. The reign of Queen Elizabeth is noted for its literary achievements.
15. George III. was born about three months after the birth of Washington.

II.—Write each of the following sentences as many times as you can use (correctly) a different preposition to fill the blank :

1. The pencil is — the book.
2. The bird flew — the tree.
3. He has a home — the sea.
4. The boat went — the river.
5. I received news — my friends.
6. The cottage — the hill is pretty.

III.—Write five sentences, each containing one or more prepositions.

CONJUNCTIONS.

1. The sun shone. The water sparkled.
2. The man is poor. He is contented.
3. Rule your tongue. It will rule you.
4. He will succeed. He works faithfully.
5. The rainbow will appear. The sun comes out.

How many sentences here? Do so many short sentences together sound well? Are any two of the sentences related in thought, or is each an independent statement?

A certain kind of word may be used to *connect* each pair of the sentences given above, and to show a relation in thought between them. Thus :

1. The sun shone *and* the water sparkled.
2. The man is poor, *but* he is contented.
3. Rule your tongue, *or* it will rule you.
4. He will succeed, *because* he works faithfully.
5. The rainbow will appear, *if* the sun comes out.

How many sentences here? Name the words used to connect the independent sentences and bring them into relation.

When two or more sentences are thus combined, they form *compound* sentences, as in 1, 2, and 3, or *complex* sentences, as in 4 and 5.

1. We study and we recite.
2. John studies and Mary studies.
3. William works slowly, but he works steadily.
4. You have slates, and you have books, and you have pencils.
5. He is a kind boy, and he is a polite boy, and he is an industrious boy.

Do these sentences sound well? Is there not too much repetition?

The sentences may be improved by using but *once* parts that are alike, and connecting parts that are unlike. Thus :

1. We study *and* recite.
2. John *and* Mary study.
3. William works slowly, *but* steadily.
4. You have slates, books, *and* pencils.
5. He is a kind, polite, *and* industrious boy.

Name the words used to connect the parts of sentences.

Words used to connect sentences or parts of sentences are called **conjunctions**. *Conjunction* means *joining together*.

A **Conjunction** is a word used to connect sentences or parts of sentences.

NOTE.—Three or more words following one another, and used alike in a sentence, as in 4 and 5, are said to form a *series*.

Words in a series, unless they are all connected by conjunctions, should be separated by commas.

EXERCISE.

I.—Copy the following sentences, and underline the conjunctions ; also tell whether the conjunction connects sentences or words, and when words, what part of speech :

1. Time and tide wait for no man.
2. The teacher spoke kindly, but firmly.
3. The plant grows, blooms, and dies.
4. Truthful and honest men are respected.
5. Faith, hope, and charity are virtues.
6. I will not go, since it is raining.
7. She leads a gay but an unhappy life.
8. Cease to do evil and learn to do well.
9. The farmer raises wheat, corn, hay, and oats.
10. I shall not go unless you go with me.
11. You cannot reap if you do not sow.
12. The lecture was interesting, though it was long.
13. The boy goes to school, but he does not study.
14. Obey Nature's laws, or you will suffer her penalties.
15. John will succeed, because he is industrious and persistent.
16. We know that the earth is round, for men have sailed around it.
17. The day is cold and dark and dreary ;
 It rains, and the wind is never weary.

II. — Use an appropriate conjunction to connect each of the following pairs of sentences :

1. Buy the truth. Sell it not.
2. He is afflicted. He is patient.
3. I honor him. He is a good man.
4. Wood floats. It is lighter than water.
5. Cræsus was wealthy. He was not happy.
6. Life is short. You should improve the time.
7. Keep your promises. You will not be trusted.
8. There is no harvest. There is no seed-time.
9. I do not think it will rain. The clouds are very dark.
10. Take care of the cents. The dollars will take care of themselves.

III. — Combine each of the following sets of sentences into one sentence, using as few words as possible :

1. Coal is found in Missouri. Iron is found in Missouri.
2. Electricity produces light. Electricity produces heat.
3. The merchant buys goods. The merchant sells goods.
4. The farmer plows. The farmer sows. The farmer reaps.
5. The day was bright. The day was cool. The day was pleasant.
6. Diamonds are precious stones. Rubies are precious stones. Emeralds are precious stones.
7. Lincoln was a good man. Lincoln was a wise man. Lincoln was a patriotic man.

8. Furs are obtained from Alaska. Fish are obtained from Alaska. Lumber is obtained from Alaska.

9. He reads slowly. He reads silently. He reads thoughtfully. He reads understandingly.

10. The Southern States export cotton. The Southern States export sugar. The Southern States export rice. The Southern States export tobacco.

IV.—Write five sentences, each containing a different conjunction.

INTERJECTIONS.

1. There they come.
2. I am so glad to see you.
3. We have not heard from him.

Do these sentences express any strong or sudden feeling?

By using a certain kind of words with the above sentences, we add to them the idea of strong feeling, or *emotion*. Thus :

1. *Ah !* There they come.
2. *Oh !* I am so glad to see you.
3. *Alas !* We have not heard from him.

Name the words that are used to express emotion. Which word expresses surprise? Which joy? Which sorrow? Do these words form a part of the subjects of the sentences? A part of the predicates?

Words which are thrown into sentences to express some emotion, are called interjections. *Interjection* means *thrown into the midst of*.

An Interjection is a word used to express emotion.

An interjection should usually be followed by an exclamation point.

The interjection O should be written as a capital letter.

NOTE.—The interjection *oh* begins with a capital only at the beginning of a sentence. *Oh* is always followed by a comma or an exclamation point; *O* is generally followed by the name of what is addressed, after which the exclamation point is used.

EXERCISE.

I.—Copy the following sentences, and underline the interjections; tell what emotion is expressed:

1. Ha! I see you.
2. Pshaw! I am not afraid.
3. Oh! How you frightened me!
4. O Father! Will you come?
4. Hurrah! We have a holiday.
5. Fie! Fie! I do not believe it.
6. Hark! I hear strains of music.
7. Ah! I have sighed to rest me.
8. Awake, O bell! Proclaim the hour.
9. The joys of youth, alas! will not return.

II.—Write five sentences containing interjections.

SUMMARY OF THE PARTS OF SPEECH.

We have found eight kinds of words, each doing a different work in the sentence. These are all the kinds that are ever used; hence there are but *eight* classes of words, or *parts of speech*. Every one of the many thousand words in our language belongs to one or another of these classes.

The following summary may help to fix in the mind the names of the parts of speech, and their offices in the sentence :

<i>Essential Words.</i>	{	Nouns, words used as names.
		Pronouns, words used in place of nouns.
		Verbs, words used to assert something.
<i>Modifiers.</i>	{	Adjectives, words used to modify nouns.
		Adverbs, words used to modify verbs, adjectives, and adverbs.
<i>Connectives.</i>	{	Prepositions, words used to connect words be- tween which they show relation.
		Conjunctions, words used to connect sentences and parts of sentences.

Interjections, words used to express emotion.

WORDS DIFFERENTLY USED.

The same word is not always the same part of speech. The office of a word, *the work which it does in a sentence*, determines to what part of speech it belongs. As a word may have different offices in different sentences, it may belong to two or more parts of speech. Thus :

1. The boy threw a *stone*.
2. A *stone* wall was built.
3. *Stone* the reptile to death.

In the first sentence, *stone* names an object ; hence it is a noun. In the second, it modifies a noun ; hence it is an adjective. In the third, it asserts an action ; hence it is a verb.

Note the use of the italicized words in the following sentences :

They live *near* the city. [Preposition.]

Do not fear, mother sits *near*. [Adverb.]

As we *near* the city, we see smoke. [Verb.]

What a *near* approach to drowning! [Adjective.]

We can *but* try. [Adverb.]

But is a conjunction. [Noun.]

They are *but* children. [Adjective.]

No one was there *but* him. [Preposition.]

He is poor, *but* he is honest. [Conjunction.]

EXERCISE.

Determine to what part of speech the italicized words in the following sentences belong :

1. *Hope* is the balm of life.
2. I *hope* it will not rain.
3. He should act *better*.
4. I do not know a *better* boy.
5. Can you *better* your condition ?
6. The man *yet* lives.
7. I can do little, *yet* I will try.
8. The dog ran *after* the boy.
9. I will go *after* you return.
10. The book will be read in *after* years.
11. The *span* of the bridge is long.
12. Can you *span* the distance ?
13. That is not more than a *span* long.
14. We *help* one another.
15. She could not get *help*.
16. *Help* ! I am drowning !
17. She came, *for* we sent *for* her.
18. The mouse ran *under* the box.
19. The ship went *under* with all on board.
20. The *under* side of the board is rough.
21. The *mountain* is grand.
22. Waves *mountain* high broke on the reef.
23. The *good* alone are great.
24. *Good* men are beloved.



CHORISTER BOYS. FROM PAINTING BY ANDERSON. 1847.

QUESTIONS ON CHORISTER BOYS.

1. Do you like this picture?
2. Describe the boys. Which face do you prefer?
3. Why does the little boy look perplexed?
4. Describe the picture orally.
5. Write a paper, imagining yourself in a cathedral, and describe the building, the music and the feeling aroused in you.

Note to Teacher:

The children who have seen the beautiful and impressive service in the Catholic or Episcopal churches will readily find original material for composition work suggested by this beautiful picture of Anderson's, exhibiting, as it does, the variety of spiritual awakening in child-nature.

YOUR PLACE.

Just where you stand in the conflict,
 There is your place!
 Just where you think you are useless,
 Hide not your face!
 God placed you there for a purpose;
 Whate'er it be,
 Think he has chosen you for it;
 Work loyally.

Gird on your armor! be faithful
 At toil or rest,
 Whiche'er it be, never doubting
 God's way is best.
 Out in the fight, or on picket,
 Stand firm and true;
 This is the work which your Master
 Gives you to do.

YOUR PLACE.

1. What are the duties of a soldier?
 2. Do you wish to be one?
 3. To fight battles, must one be in the army?
 4. What battles have you ever fought?
 5. Which is more difficult, to stay at home or to go forth into battle?
 6. Write a paper expressing your thoughts on reading this poem.
-

A MODEST REQUEST.

It was a hot day, and a young man on foot making his way to the distant city was very tired. He wished often that he could have a chance to ride with some one. At length he saw a gentleman coming behind him in a carriage. This young man was a witty fellow, and he thought he would try his wit with this gentleman, who seemed to be a friendly man and who even spoke a few words to him.

He asked the gentleman if he would be so kind as to take his coat with him to the gate of the next city, which they could see in the distance. "I will gladly do so," said the gentleman in the carriage, "but I cannot see how you will get it again, unless you can run as fast as my horse." "O," said the young man, "as to that, that is easy enough; if you have no objection, I will remain in my coat." The gentleman thought the wit deserved a reward, and he took him with him to the city.

CHAPTER III.

CLASSIFICATION OF THE PARTS OF SPEECH.

KINDS OF NOUNS.

COMMON AND PROPER NOUNS.

The *man* is a poet.

They live in a *city*.

A *river* rises in a *state*.

In the above sentences, do you know what man is meant? What city? What river? What state? Are *man*, *city*, *river*, *state*, names of *particular* objects, or is each of these words a name belonging in *common* to all of a large class of objects?

Whittier is a poet.

They live in *Chicago*.

The *Mississippi* rises in *Minnesota*.

In these sentences, which word names a particular man? Which a particular city? Which a particular river? Which a particular state?

Nouns like *man*, *city*, *river*, and *state*, which are names common to all of a large class of objects, are called **common nouns**.

Nouns like *Whittier*, *Chicago*, *Mississippi*, and *Minnesota*, which name particular persons, places, or things, are called **proper nouns**.

A **Common Noun** is a name common to all of a class of objects.

A **Proper Noun** is the name of a particular person, place, or thing.

Every proper noun should begin with a capital letter.

When a proper noun consists of more than one word, each important word should begin with a capital letter ; as,

Gulf of Mexico

Locust Street

Rocky Mountains

Bank of Commerce

Ralph Waldo Emerson

Central High School

The following are proper nouns, and should begin with capital letters :

1. Names of the days, the months, and the principal holidays ; as,

Monday

January

Christmas

Fourth of July

2. Names of religious sects and political parties ; as,

Catholic Methodist Democrat Tory

3. Names of important historical events ; as,
War of the Roses the Reformation the Rebellion

4. Names of books, papers, etc. ; as,
“*Little Women*” “*The Youth’s Companion*”

5. All names referring to God ; as,
Almighty Our Father the Eternal Goodness

Uncle James Secretary Blaine

Wm. Jones, Esq. Sir Walter Scott

Mr. and Miss Smith Gen. W. T. Sherman

What words are used in the above proper names to show respect, or to denote office ? What words are not written out in full ?

Words used with proper names to show respect or to denote office, are called titles.

When a word is shortened, it is abbreviated, and the shortened form is an abbreviation.

Titles of office or honor used as parts of proper names should begin with capital letters.

A period should be placed after every abbreviation.

EXERCISE.

I. — Name the common and the proper nouns in the following sentences ; notice the use of titles and abbreviations :

1. Gen. U. S. Grant was a great general.
2. Rev. H. W. Beecher died March 8, 1887.
3. She is a Presbyterian, and he a Unitarian.
4. A doctor was called, and Dr. Fraser came.
5. The Statue of Liberty is on Bedloe's Island.
6. The Pacific Ocean was discovered by Balboa.
7. Yellowstone Park contains wonderful geysers.
8. The largest lake in the world is Lake Superior.
9. There are six states in the New England States.
10. You should read "A Child's History of England."
11. The boy asked his Uncle Frank to tell him a story.
12. They have moved from that street to Pine Street.
13. Supt. A. G. Lane is superintendent of the schools in Chicago, Ills.
14. Our friends live in Cleveland, O., at 305 Euclid Ave., a very beautiful avenue.
15. At the close of the Revolutionary War, Lord Cornwallis surrendered to Gen. Washington.
16. In the poem, "The Children's Hour," Longfellow speaks of his daughters, Alice, Allegra, and Edith.
17. For the love of God is broader
 Than the measure of man's mind,
 And the heart of the Eternal
 Is most wonderfully kind.

II.—Write the names of the days of the week ; the names of the months ; the names of the principal holidays.

III.—After each of the following common nouns, write two proper nouns belonging to the class which the common noun denotes :

boy	sea	state	boat
girl	city	school	bank
lake	ocean	country	capital
poet	street	general	teacher
river	island	president	mountains
strait	inventor	discoverer	exposition

IV.—Write sentences containing the following abbreviations used before names :

Mr. (Mister.)	Col. (Colonel.)
Dr. (Doctor.)	Capt. (Captain.)
Gen. (General.)	Prof. (Professor.)
Mrs. (Mistress.)	Hon. (Honorable.)
Rev. (Reverend.)	Messrs. (Gentlemen.)

V.—Write sentences containing the following abbreviations used after names :

Jr. (Junior.)	D. D. (Doctor of Divinity.)
Sr. (Senior.)	M. D. (Doctor of Medicine.)
Esq. (Esquire.)	U. S. A. (United States Army.)
P. M. (Postmaster.)	M. C. (Member of Congress.)

VI.—Capitalize and punctuate the following sentences, using proper abbreviations :

1. he lives in kansas city missouri
2. the city is in the western part of missouri
3. have you read hawthorne s tanglewood tales
4. bunker hill monument is in boston, massachusetts
5. the hudson river is the principal river in new york
6. remember now thy creator in the days of thy youth
7. doctor kimbal is one of the most successful doctors in the place
8. I live at 307 wentworth street do you know where that street is
9. the mayor of saint louis welcomed the president of the united states
10. we shall have a holiday thursday because it is thanksgiving day
11. we spent several days with aunt ellen our aunt who lives in the country
12. the prince of wales will succeed queen victoria on the throne of england
13. the mountains of western south america are an extension of the rocky mountains
14. napoleon was defeated at the battle of waterloo and banished to the island of st helena
15. in the contest for governor governor fifer republican candidate was re-elected in illinois
16. the strait of gibraltar is a strait connecting the mediterranean sea with the atlantic ocean
17. vassar college is a college attended only by young women it is situated at poughkeepsie new york

18. the quakers first settled philadelphia pennsylvania
pennsylvania was named for william penn

19 a company of soldiers is commanded by a captain
a regiment by a colonel and an army by a general

20. general blank colonel richards captain barnes hon-
orable t e fulton and mister and mistress pierce are at the
metropolitan hotel

VII. — Write five sentences, each containing both
a common and a proper noun.

ABSTRACT AND COLLECTIVE NOUNS.

Beauty is admired.

Kindness is a virtue.

The man has great *strength*.

Name the italicized nouns in the above sentences.
Have you seen something *beautiful*? Can you think
of *beauty* by itself? Have you known *kind* people?
Can you think of *kindness* without thinking of a
person? Do you know a *strong* man? Is *strength*
something you can think of as separated from any
object?

Nouns like *beauty*, *kindness*, *strength*, which name
qualities that are separated, or *abstracted*, from the
objects to which they belong, are called **abstract
nouns**.

An Abstract Noun is the name of a quality.

LESSONS IN ENGLISH.

The *army* has lost its leader.

A *flock* of birds flew over us.

The *class* in grammar is large.

Name the italicized nouns in the above sentences. Are there many men in an army? Can you think of the whole army as *one* thing? Can you think of a number of birds together as *one* flock? Is a class *one* thing, made up of several pupils?

Nouns like *army*, *flock*, *class*, which name a collection of things taken together, are called **collective nouns**.

A **Collective Noun** is the name of a collection of things.

NOTE.—Both collective and abstract nouns are common nouns.

EXERCISE.

I.—Name the abstract and the collective nouns in the following sentences :

1. Hopefulness is a virtue.
2. Congress has adjourned.
3. Vanity goeth before a fall.
4. The man has great wisdom.
5. A committee of three was appointed.
6. The jury has not rendered its verdict.
7. The congregation rose and sang the hymn.

8. The world is full of poverty, vice, and crime.
9. Youth longs, manhood strives, age remembers.
10. The company were entertained by a recitation.
11. The goodness of the Creator is seen everywhere.
12. The band of robbers showed courage and discretion.
13. Industry, honesty, and temperance, are three essentials of happiness.

II.—Make an abstract noun from each of the following adjectives, and use ten of the nouns in sentences :

true	sad	pure	glad
good	just	wide	high
brave	wise	sweet	poor
simple	angry	young	great
cheerful	proud	honest	fierce
pleasant	fragrant	wealthy	distant
prosperous	ambitious	impatient	truthful

III.—Write an appropriate word after each of the following collective nouns ; use ten of the nouns in sentences :

herd of —	fleet of —	tribe of —
flock of —	suite of —	crew of —
gang of —	class of —	team of —
drove of —	crowd of —	bevy of —
bunch of —	group of —	squad of —
swarm of —	regiment of —	family of —
couple of —	assemblage of —	collection of —

KINDS OF PRONOUNS.

PERSONAL PRONOUNS.

I am going.

Are *you* going?

She did *it* well.

He has finished *them*.

Which one of the pronouns used above represents (stands for) the person speaking? Which one represents the person spoken to? Which two represent persons spoken of? Which two represent things spoken of?

Pronouns which represent by their form the speaker, the person spoken to, or the person or thing spoken of, are called personal pronouns.

A Personal Pronoun is one which represents by its form the speaker, the person spoken to, or the person or thing spoken of.

Pronouns which represent the speaker are of the first person, those which represent the person spoken to are of the second person, and those which represent what is spoken of are of the third person.

The pronouns in most common use, such as *I*, *you*, *he*, *she*, *it*, *we*, *they*, etc., are called the simple personal pronouns.

Pronouns formed by adding *self* or *selves* to certain simple personal pronouns, as *myself*, *yourself*, *himself*, *ourselves*, *themselves*, etc., are called **compound personal pronouns**.

EXERCISE.

I. — Name the personal pronouns in the following sentences, and tell whether they are of the first, second, or third person ; also whether they are simple or compound :

1. I, myself, saw him.
2. Did you enjoy yourselves?
3. Charity vaunteth not itself.
4. She told me about it herself.
5. We did not see them ourselves.
6. If you want a thing done, do it yourself.
7. The man gave himself up when he was caught.
8. John studied at home. Did he know his lesson?
9. Did you see her? She was here and left her package.
10. I received some books, but I have not yet read them.
11. When you see your father, give him our regards.
12. The bird has a worm in its mouth. It will feed the young birds.
13. Indians are treacherous in their character. They cannot be trusted.

II. — Write three sentences, each containing one or more simple personal pronouns ; three, each containing a compound personal pronoun.

RELATIVE PRONOUNS.

He studies. He will learn.

I received the letter. You wrote it.

You have a book. I want to read it.

How many sentences above? Are any two of them connected, or is each an independent statement, or *assertion*?

Each pair of the above sentences may be combined into *one* sentence containing an *independent* and a *dependent* assertion. Thus:

1. He *who studies* will learn.
2. I received the letter *which you wrote*.
3. You have a book *that I want to read*.

Does the italicized part in each of these sentences make sense, alone? Does the part not italicized make sense without the other? What, then, is the *independent assertion* in each sentence? What the *dependent assertion*? What word joins the dependent assertion to the rest of the sentence in 1? In 2? In 3? Do *who*, *which*, and *that* also represent nouns? They then belong to what part of speech?

Pronouns used as in the above sentences to represent, or *relate* to, nouns or pronouns to which they join dependent assertions, are called **relative pronouns**.

A Relative Pronoun is one which represents a noun or a pronoun to which it joins a dependent assertion.

The antecedent of a relative pronoun is the noun or pronoun which it represents.

The simple relative pronouns are *who* (*whose*, *whom*), *which*, *that*, and sometimes *as*.

Who is used to refer to persons, *which* to things ; *that* and *as* may refer to either persons or things ; as,

1. The man *who* was here has gone.
2. I saw the house *which* was sold.
3. Here is the boy *that* you want to see.
4. The book *that* was lost has been found.
5. Such tools *as* I have you may use.
6. Such a boy *as* he is, will always succeed.

The most usual compound relative pronouns are *whoever*, *whichever*, *what*, and *whatever*.

The compound relative usually includes its antecedent ; as,

I hear *what* [*that which*] you say.

Whoever [*he who*] wants to come may do so.

Take *whichever* [*the thing which*] you like.

Whatever [*anything which*] he does, he tries to do well.

Pronouns that are used to ask questions are called interrogative pronouns ; as,

Who is that ?

What are you doing ?

Which will you have ?

The antecedent of an interrogative pronoun is contained in the answer ; as,

Who was here ? *John*.

What do you want ? *Water*.

Which is your favorite season ? *Spring*.

EXERCISE.

I.—Name and classify the pronouns in the following sentences ; also name the antecedents of the relative pronouns :

1. He who is honest is noble.
2. That is the dog which I lost.
3. Which is your favorite study ?
4. What is the price of the goods ?
5. Do good to them that hate you.
6. What he said was of no interest.
7. To whom did you give the letter ?
8. Such a day as this is, cheers one.
9. You may have whichever you choose.
10. Who first circumnavigated the globe ?

11. Evil falls on him who goes to seek it.
12. The evil that men do lives after them.
13. I will send a boy whom you can trust.
14. I will reward whoever will catch the thief.
15. The girl whose mother is ill is very dutiful.
16. We acquire the strength that we overcome.
17. He that getteth wisdom loveth his own soul.
18. Whatever is worth doing, is worth doing well.
19. The friend whom we were expecting has come.
20. Lincoln, who was our most beloved president, was assassinated.
21. London, which is the largest city in the world, is the capital of Great Britain.

II.—Fill the blanks in the following sentences with appropriate relative pronouns :

1. I know the boy — was here.
2. I know the boy — you sent.
3. That is the horse — was lame.
4. Take the road — leads to the right.
5. He — will not work, should not eat.
6. Use well the opportunities — you have.
7. Is that the lady — has been to Europe?
8. Those are the children — we saw before.
9. You have not sung the song — I like best.
10. The child — mother is dead is unfortunate.
11. Can you see the bird — is singing so sweetly?
12. The flowers — bloom in the spring are beautiful.
13. The man — took the money is one — all trusted.
14. Dogs — bark loudest are not always the bravest.

III.—Combine each of the following pairs of sentences into one sentence containing a dependent assertion introduced by a relative pronoun:

1. The boy brought the note. He is waiting.
2. Some fish are eyeless. They live in caves.
3. The fur warmed a bear. It warms a monarch.
4. I saw the house. It was blown down by the winds.
5. The church was destroyed by fire. It has been rebuilt.
6. Many animals have white fur. They live in the arctic region.
7. Cotton is a soft, wooly substance. It grows round the seed of a plant.
8. Goldsmith wrote "The Deserted Village." He was born at Pallas, Ireland.
9. The chairman introduced the speaker. The speaker was warmly welcomed.
10. Cornwallis surrendered to Washington at Yorktown. Cornwallis was commander of the British army.
11. The vessel was called "The Mayflower." It brought the Pilgrim Fathers from the old world to the new.
12. The Kohinoor is one of the most valuable diamonds in the world. It is in the possession of the British Crown.

IV.—Write three sentences, using *who*, *which*, and *that* properly as relative pronouns ; three, using *who*, *which*, and *what* properly as interrogative pronouns ; three, using in each a compound relative pronoun.

KINDS OF ADJECTIVES.

QUALIFYING AND LIMITING ADJECTIVES.

Good children obey their parents.

The *small* flower has a *sweet* odor.

Withered grass revives after a *rainy* day.

Which of the adjectives in the above sentences tell *what kind*? What kind of children is mentioned? What kind of flower? What kind of odor? What kind of grass? What kind of day? Does each of these adjectives denote a *quality* in the object named by the noun?

Adjectives like *good*, *small*, *sweet*, *withered*, *rainy*, which tell what kind, or denote a *quality* in the object named by the noun, are called **qualifying adjectives**.

A **Qualifying Adjective** is one which denotes a quality in the object named by the noun.

The Indian shot *an* arrow.

Each pupil has *five* problems.

This tree bore *several* peaches.

Much time is wasted by *those* boys.

Which of the adjectives in the above sentences merely *point out* what the noun names? Which tell *how much* or *how many*? Does each of these adjectives make less general, or *limit*, the meaning of the noun?

Adjectives used to point out what is named, or to tell how much or how many, because they *limit* the meaning of nouns, are called **limiting adjectives**.

A **Limiting Adjective** is one which points out the object named by the noun, or tells how much or how many.

The limiting adjectives *a*, *an*, and *the* are called **articles**; *the* is the *definite article*, *a* and *an* are the *indefinite articles*.

A is used before words beginning with *consonant sounds*, and *an* before words beginning with *vowel sounds*; as,

a house an apple a tree an effort

A limiting adjective standing alone, representing a noun understood, is an **adjective pronoun**; as,

This is yours.

That will do.

Some are left.

Few are chosen.

Are there *many*?

Have *all* finished?

I will take *either*.

Each must do his part.

An adjective used to ask a question is an **interrogative adjective**; as,

Which road shall we take?

Whose pencil was left here?

What book do you like best?

Nouns and pronouns used to show ownership are possessive adjectives ; as,

John's slate is broken.

The *sun's* rays are hot.

My book is on *your* desk.

He wrote *his* name on *their* slates.

Qualifying adjectives derived from proper nouns are called proper adjectives ; as,

An *English* vessel was lost.

The *American* people are independent.

We are studying a *Shakespearian* play.

EXERCISE.

I. — Name and classify the adjectives in the following sentences, and tell what each adjective modifies :

1. Which horse won the first race?
2. A merry heart makes a smiling face.
3. Last night the moon had a golden ring.
4. Minnie's fine large Maltese kitten is lost.
5. In whose care did you direct that letter?
6. Public measures were discussed by eminent men.
7. An inquisitive person is an unpleasant companion.
8. Innocent child and snow-white flower !
Well ye are paired in your opening hour.

9. He was a pious, just, humane, temperate, and sincere man.

10. The ocean eagle soared from her nest by the white sea's foam.

11. Three large whaling vessels were destroyed in the recent severe storm.

12. The Vikings were a bold, piratical tribe from the Scandinavian peninsula, who infested the coast of the British Islands in the tenth century.

13. Those evening bells ! Those evening bells !
How many a tale their music tells,
Of youth, and home, and that sweet time,
When last I heard their soothing chime.

II. — Write sentences containing the following nouns, using one limiting adjective and two or more qualifying adjectives to modify the meaning of each :

day	gems	boy	fire
book	house	girl	dogs
dress	forest	room	storm
ocean	peach	snake	clouds
mountain	laborer	ponies	general

III. — Form a proper adjective from each of the following proper nouns, and use five of the adjectives in sentences :

Rome	Alps	Asia	Ireland
Spain	China	Christ	Germany
Italy	Russia	Luther	Scotland
France	Portugal	Norway	Switzerland

IV. — Write sentences containing the following words preceded by *a* or *an* :

one	unit	harp	ewer
ounce	uncle	hour	eagle
onion	urchin	honor	eulogy
orphan	umpire	hunter	elephant
European	uniform	hundred	envelope

V. — Determine which of the italicized words are limiting adjectives, and which adjective pronouns :

I have <i>some</i> .	<i>Some</i> people are slow.
<i>All</i> men are brothers.	<i>All</i> are present.
I remember <i>that</i> day.	<i>That</i> is enough.
<i>Both</i> books are here.	You may have <i>both</i> .
Please give me <i>another</i> .	<i>Another</i> time will do.

VI. — Determine which of the italicized words are interrogative adjectives, and which interrogative pronouns :

<i>Whose</i> are those ?	<i>Whose</i> hat is lost ?
<i>Which</i> book do you want ?	<i>Which</i> did you get ?
<i>What</i> paper are you reading ?	<i>What</i> have you there ?
To <i>what</i> do you refer ?	To <i>what</i> place is he going ?

VII. — Write three sentences, each containing a qualifying and a limiting adjective ; three, each containing an adjective pronoun ; three, each containing an interrogative adjective ; three, each containing a possessive adjective.

KINDS OF VERBS.

COMPLETE AND INCOMPLETE VERBS.

1. Flowers *bloom*.
2. The sun *shines*.
3. John *saws* —
4. Carpenters *build* —
5. The child *is* —
6. The men *are* —

Which of the above groups of words are complete statements? After which groups do you naturally ask *what*? In which, then, do the verbs form complete predicates? In which do the verbs not form complete predicates?

Verbs which may be used alone as predicates are **complete verbs**.

Verbs which require one or more words to complete the predicate are **incomplete verbs**.

1. John *saws wood*.
2. The child *is happy*.
3. The men *are farmers*.

What is the complete predicate in each of the above sentences? Which completing word shows what the action asserted by the verb affects? Which one denotes a quality in the subject of the verb? Which one denotes the same thing as the subject?

NOTE.—Adjectives used like *happy* in 2, are called *predicate adjectives*. Nouns used like *farmers* in 3, are called *predicate nouns*. Both predicate adjectives and predicate nouns *describe* the subjects.

The word, or words, which completes a predicate by showing *what the action asserted by the verb affects*, is called the **object** of the verb.

The word, or words, which completes a predicate by *describing what the subject of the verb names*, is called the **complement** of the verb.

The **Object** of a verb is the word, or words, which shows what the action asserted by the verb affects.

The **Complement** of a verb is the word, or words, which completes the predicate by describing what the subject of the verb names.

EXERCISE.

I.—Tell which of the verbs in the following sentences are complete, and which incomplete ; also tell whether the incomplete verbs require objects or complements :

Fire blazes

Elephants are large

He is a lawyer

David killed Goliath

The sea was calm

Artists paint pictures

The earth trembled

The brook murmurs gently

II.—Use an object to complete the verb in each of the following sentences :

Cats eat —

God created —

Birds build —

She has read —

Diamonds cut —

Longfellow wrote —

The girl swept —

The hunter killed —

III.—Use a complement to complete the verb in each of the following sentences :

Iron is —	Salt is —
Lions are —	Lilacs are —
The earth is —	The ocean is —
The men were —	A volcano is —
Longfellow was —	My pet bird is —
Quadrupeds are —	The cat's claws are —

TRANSITIVE, INTRANSITIVE AND COPULATIVE VERBS.

- | | |
|-----------------------|----------------------------|
| 1. Ice melts. | 5. Flowers are pretty. |
| 2. Wood floats. | 6. Velvet feels smooth. |
| 3. Horses eat hay. | 7. Snakes are reptiles. |
| 4. Smiths pound iron. | 8. Grant became president. |

Which of the verbs in the above sentences are complete? Which require objects to complete their meaning? Which require complements?

Verbs which require objects to complete their meaning, as in 3 and 4, are called **transitive verbs**. *Transitive* means *passing over*. The action *passes over* from the subject to the object.

Verbs which do not require objects to complete their meaning, as in 1, 2, 5, 6, 7, and 8, are called **intransitive verbs**. The action does not terminate on an object.

Verbs which require complements that describe what their subjects name, as in 5, 6, 7, and 8, are called **copulative verbs**. *Copulative* means *joining*. A copulative verb *joins* the complement to the subject.

A **Transitive Verb** is one which requires an object to complete its meaning.

An **Intransitive Verb** is one which does not require an object to complete its meaning.

A **Copulative Verb** is one which requires a complement that describes what the subject names.

NOTE.—Transitive verbs are always incomplete. Intransitive verbs are either complete or incomplete (copulative).

Many verbs may be used both transitively and intransitively ; as,

I *see* clearly.

Write correctly.

I *see* a house.

Write the example.

The wind *blows* cold.

John *studies* well.

The wind *blows* the dust.

John *studies* grammar.

The sun *sets* in the west.

He *struck* the ball.

He *sets* the vase on the shelf. He *struck* at the ball.

The abstract verb *be* is the pure copula-verb. A few other intransitive verbs are copulative ; such as, *appear, look, seem, become, feel, taste, smell*.

EXERCISE.

I.—Name the verbs in the following sentences; tell which of them are transitive, which intransitive, and name the object of each transitive verb :

1. The rain falls softly.
2. The lightning flashed.
3. Columbus discovered America.
4. The rain refreshes the flowers.
5. How peacefully the child sleeps.
6. Whitney invented the cotton-gin.
7. The sun set and the stars came out.
8. The astronomers foretold the eclipse.
9. The India-rubber tree grows in Brazil.
10. The iceberg drifts slowly toward the south.
11. What general conquered the known world?
12. In the Bay of Fundy the tides rise very high.
13. Volcanoes sometimes emit fire, smoke, and lava.
14. The physician prescribes medicine for the invalid.
15. Johnnie beat the drum, and Willie carried the flag.

II.—Name the copulative verbs in the following sentences ; name the complement of each verb, and tell whether it is an adjective or a noun :

1. Glass is brittle.
2. Quartz is a mineral.
3. Phidias was a sculptor.
4. He may become president.
5. Idleness is the key of beggary.

6. The water of the ocean is salt.
7. Longfellow and Bryant were poets.
8. Truthfulness and honesty are virtues.
9. Children are happy, playful, and innocent.
10. Are not the eggs of the humming-bird small?
11. The peach looks beautiful and tastes delicious.
12. The girl's manners seem lady-like and refined.
13. The flowers appear refreshed after the shower.
14. Farmers are usually honest and industrious men.
15. Victoria became queen when she was a young woman.
16. The elephant is a clumsy creature, but he is very intelligent.

III.—Determine in which of the following sentences the verbs are used transitively, and in which they are used intransitively :

Water freezes.	Boys sail toy ships.
He freezes cream.	Ships sail on the ocean.
The clock stopped.	The soldiers fought bravely.
We stopped the clock.	The soldiers fought a battle.
John rode the horse.	I return your pencil.
We rode on the train.	In spring the flowers return.

IV.—Use the following intransitive verbs in sentences :

sit	is	lie	grow
live	are	went	stand
sleep	was	flows	frowns
shines	were	squeal	laughed

V. — Write sentences containing the following words used transitively :

lay	led	set	dig
help	rows	made	open
threw	called	finish	hoist
fasten	admire	praises	discover
knocked	conceal	erected	purchased

VI. — Write sentences, using the following verbs (1) intransitively, (2) transitively :

shot	read	sing
jump	turns	swim
speak	learn	burns
writes	sweeps	drowned

VII. — Use the following adjectives as complements of copulative verbs :

clear	sharp	brave	useful
costly	glossy	dreary	grateful
playful	fierce	roguish	diligent
vicious	valuable	convenient	poisonous

VIII. — Use the following nouns as complements of copulative verbs :

guest	crime	tools	artist
pupils	insects	mineral	patriot
teacher	reptile	statesman	reformer
inventor	general	quadruped	vegetables

IX.—Use an adjective to complete the predicate in each of the following sentences :

I feel —	She seems —
You look —	He became —
The pear tastes —	The country looks —
The flower smells —	The children appear —

X.—Supply two or more suitable adjectives to complete the predicate in each of the following sentences :

Foxes are —	The day was —
My dog is —	These roses are —
Some boys are —	Washington was —
Some girls are —	The apples were —
Good pupils are —	Niagara Falls are —

KINDS OF ADVERBS.

ADVERBS OF TIME, PLACE, MANNER AND DEGREE.

1. He came *yesterday*.
2. The girl stands *there*.
3. They fought *nobly*.
4. He works *very hard*.
5. It is *extremely* warm.

Which of the adverbs in the above sentences tells *when*? Which tells *where*? Which tell *how*? Which tell *how much*?

Adverbs that tell *when* are adverbs of time ; those that tell *where* are adverbs of place ; those that tell *how* are adverbs of manner ; those that tell *how much* are adverbs of degree.

Adverbs, therefore, are classified according to their meaning ; as,

1. Adverbs of Time — *now, soon, then, often, early, next, formerly, etc.*

2. Adverbs of Place — *here, out, above, back, down, hence, everywhere, etc.*

3. Adverbs of Manner — *how, thus, well, gently, slowly, so, otherwise, etc.*

4. Adverbs of Degree — *too, very, more, nearly, enough, quite, etc.*

An adverb which shows the manner of the assertion, thus modifying the meaning of the whole sentence, is called a modal adverb ; as,

I shall *not* go.

Perhaps I will go.

He will *certainly* come.

That is *indeed* beautiful.

You are *surely* mistaken.

Truly, I cannot go with you.

There will *undoubtedly* be a storm.

An adverb which introduces a dependent assertion is called a **conjunctive adverb** ; as,

I came **when** *I was called*.

Tell me **why** *you are unhappy*.

Make hay **while** *the sun shines*.

That is the house **where** *he was born*.

I have not seen her **since** *you were here*.

An adverb used to ask a question is an **interrogative adverb** ; as,

Where has he gone ?

When will they return ?

Why did you do that ?

How are you going ?

EXERCISE.

I.—Name and classify the adverbs in the following sentences, and tell what each modifies :

1. Where is Madagascar ?
2. Presently she returned.
3. Always speak the truth.
4. Truly I have not seen her.
5. The horse walks very slowly.
6. The train is probably delayed.
7. How often has this happened ?
8. It is an oppressively warm day.
9. They very seldom see snow there.

10. Mary plays while her sister sings.
11. Do your work promptly and accurately.
12. How strangely easy difficult things are !
13. People were running hither and thither.
14. I never before heard so eloquent a sermon.
15. This is the window where the sun shines in at noon.

II.—Change the following adjectives to adverbs by adding *ly* to each, and use the adverbs in sentences :

neat	calm	easy
heavy	angry	vivid
gentle	nimble	regular
terrible	faithful	immediate

III.—Write sentences containing the following words used as modal adverbs :

not	surely	perhaps
truly	certainly	probably
indeed	possibly	undoubtedly

IV.—Write sentences containing the following words used (1) as conjunctive adverbs, (2) as interrogative adverbs :

how	why	when	where
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V.—Write three sentences containing adverbs of time ; three containing adverbs of place ; three containing adverbs of manner ; three containing adverbs of degree.

KINDS OF CONJUNCTIONS.

CO-ORDINATE AND SUBORDINATE CONJUNCTIONS.

1. John *and* James came.
2. You may stand *or* sit.
3. The girl works slowly *but* neatly.
4. The wind blows, *for* the leaves stir.
5. The sun shone, *but* the day was cold.

What does each of the conjunctions in the above sentences connect? Are the connected parts in each sentence of the same importance, or of *equal rank*?

NOTE.—The different parts of a sentence are called its *elements*.

Conjunctions which connect elements of equal rank, as above, are called **co-ordinate conjunctions**. *Co-ordinate* means *of equal order or rank*.

1. I shall not go *if* it rains.
2. We did not know *that* he had gone.
3. You cannot succeed *unless* you work hard.
4. The lecture was interesting, *though* it was somewhat long.

What is the principal assertion in each of the above sentences? What is the dependent assertion in each? What conjunction connects the principal and the dependent assertion in each sentence? Are the parts connected of equal or *unequal* rank?

Conjunctions which connect elements of unequal rank, as in the preceding sentences, are called subordinate conjunctions. *Subordinate* means *of lower order or rank*.

A Co-ordinate Conjunction is one that connects elements of equal rank.

A Subordinate Conjunction is one that connects elements of unequal rank.

Relative pronouns are used as subordinate conjunctions ; as,

The man *who* was arrested is a thief.

Study the lesson *which* you had yesterday.

I have read the book *that* you sent me.

They *that* touch pitch will be defiled.

His father gives him *whatever* he wants.

Such flowers *as* they have are seldom seen.

Conjunctive adverbs are also used as subordinate conjunctions ; as,

I do not know *when* he is going.

The reason *why* he went is plain.

I will remain *while* you are gone.

They played *until* they were tired.

This is the place *where* we saw him.

The country *whence* he came denied him freedom.

EXERCISE

I.—Name the conjunctions in the following sentences, tell what they connect, and whether they are co-ordinate or subordinate :

1. Shall you walk or ride?
2. She left before you returned.
3. Many profess, but few practice.
4. Men who are true are respected.
5. I saw my friend while I was out.
6. Seek wisdom, for wisdom ennobles.
7. John will go, but Henry will remain.
8. The lady walks firmly but gracefully.
9. Sweet is the hour when daylight dies.
10. The evil that men do lives after them.
11. India-rubber is elastic and compressible.
12. I have not heard from her since she left.
13. If you want friends, you must be friendly.
14. The waves ran high because the wind blew.
15. Obey your parents, or you will be unhappy.
16. Columbus believed that the earth is a sphere.
17. Keep your shop, and your shop will keep you.
18. We reached school in time, though we had to hurry.
19. Alexander, Cæsar, and Napoleon were great generals.
20. Unless you are industrious and persistent, you will not succeed at anything.

II.—Write three sentences, using in each a co-ordinate conjunction ; three, using in each a subordinate conjunction.

SUMMARY OF CLASSIFICATION.

We have found the following subdivisions of the parts of speech :

Nouns.	$\left\{ \begin{array}{l} \text{Common} \left\{ \begin{array}{l} \text{General.} \\ \text{Abstract.} \\ \text{Collective.} \end{array} \right. \\ \text{Proper.} \end{array} \right.$
Pronouns.	$\left\{ \begin{array}{l} \text{Personal} \left\{ \begin{array}{l} \text{Simple.} \\ \text{Compound.} \end{array} \right. \\ \text{Relative} \left\{ \begin{array}{l} \text{Simple.} \\ \text{Compound.} \end{array} \right. \\ \text{Interrogative.} \\ \text{Adjective.} \end{array} \right.$
Adjectives.	$\left\{ \begin{array}{l} \text{Qualifying.} \\ \text{Limiting.} \\ \text{Possessive.} \\ \text{Interrogative.} \end{array} \right.$
Verbs.	$\left\{ \begin{array}{l} \text{Complete} \quad \left\{ \begin{array}{l} \text{Intransitive.} \end{array} \right. \\ \text{Incomplete} \left\{ \begin{array}{l} \text{Transitive.} \\ \text{Copulative.} \end{array} \right. \end{array} \right.$
Adverbs.	$\left\{ \begin{array}{l} \text{Time, Place, Manner, Degree.} \\ \text{Modal.} \\ \text{Conjunctive.} \end{array} \right.$
Conjunctions.	$\left\{ \begin{array}{l} \text{Co-ordinate.} \\ \text{Subordinate} \left\{ \begin{array}{l} \text{Pure Conjunctions.} \\ \text{Relative Pronouns.} \\ \text{Conjunctive Adverbs.} \end{array} \right. \end{array} \right.$

EXERCISE.

Determine to what part of speech each of the italicized words in the following sentences belongs :

1. Will you come *early*?
2. The *early* bird catches the worm.
3. How far is it to *yonder* hill?
4. *Yonder* is the man you want to see.
5. They live in a *cottage*.
6. I met a little *cottage* girl.
7. The *first* boy may recite.
8. John may recite *first*.
9. The *first* shall be last.
10. They waited *until* evening.
11. They waited *until* the sun had set.
12. *What* are you doing?
13. From *what* book is the quotation?
14. I knew not *what* I was playing.
15. Please hand me the *round* box.
16. *Round* the corners off.
17. Fasten the chain *round* your neck.
18. She enjoys a daily *round* of pleasure.
19. Do not wait so long.
20. So we get there in time, I do not care.
21. His step was light, because his heart was so.
22. We started *before* daylight.
23. We started *before* the sun was up.
24. We had to wait for a long *while*.
25. *While* away the time *while* I am gone.

26. *That* is the picture.
27. I did not know *that* you called.
28. Days *that* are gone seem the brightest.
29. *That that* is not needed in the sentence.
30. The house is *still* there.
31. *Still* the troubled waters.
32. *Still* waters run deep.
33. He has all he needs, *still* he is not happy.
34. We *like* to hear good music.
35. Your son looks *like* you.
36. The *like* was never seen before.
37. *Like* causes produce *like* effects.
38. *Why* can you not come?
39. I do not know *why* he went away.
40. Never mind the *why* and wherefore.
41. Who lives *above*?
42. The *above* lines are from Tennyson.
43. The leaves danced *above* our heads.
44. Poetry is from the *above*.
45. She wore a beautiful *gem*.
46. Stars *gem* the sky.
47. The *idle* are unhappy.
48. An *idle* man is useless.
49. Do not *idle* away your time.
50. The *what* is more important than the *how*.

LETTER WRITING.

MAILS—THE POST OFFICE—POSTAGE STAMPS—
CARRIERS—PARTS OF A LETTER.

A great many things are carried in the **mails**. Among these are letters, papers, books, magazines and merchandise of all sorts. The government pays for carrying the mails. Sometimes they are carried on men's backs, sometimes on horses, sometimes in coaches, and sometimes on the railroad trains. The mail is placed in strong pouches or bags fastened by a lock. The postmasters have keys with which to unlock the mail bags.

Almost every boy and girl knows where the **post-office** is, and that people of the small towns and villages go there to get their mail. In the large cities, however, the mail is delivered at the houses by the **mail carriers**. The same men, or others, gather the mail from iron boxes at the different corners. By putting the mail to go away in these boxes, people are saved a long trip to the post-office.

Did you ever write a **letter** to a friend? Did you help the government to pay for carrying the letter? How did you do this? Does it cost any more to send a letter to a town in another state than to one near by? Where did you buy your **postage stamps**? How much does a stamp for one letter cost? Can the person who receives the letter use the same stamp to pay for the reply? Why not? Are all postage stamps alike? Have you ever seen the postage stamps of another country? Do people have to pay the same for carrying papers and merchandise that they pay for carrying letters? Why?

THE PARTS OF A LETTER.

To write a letter properly, one should know (1) **the parts of a letter**; (2) **how the parts of a letter should be arranged**.

The parts of a letter are (1) the Heading; (2) the Address; (3) the Salutation; (4) the Body of the Letter; (5) the Conclusion.

The Heading of a letter contains the *place* and *date*, showing where the letter was written and when it was written.

HEADINGS.

Danville, Ky., June 1, 1900.
Blue Lake, Humboldt Co., Cal.,
March 10, 1899.
263 Wabash Ave., Chicago, Ill.,
May 3, 1900.
P. O. Box 347, Atlanta, Ga.,
Nov. 26, 1898.
Cornell Univ., Ithaca, N. Y.,
Jan. 20, 1899.

The Address of a letter contains the *name*, the *title*, and the *residence* or *place of business* of the person to whom the letter is written.

ADDRESSES.

Prof. Jas. Brown,
Normal, Ills.

The A. Flanagan Co.,
266 Wabash Ave.,
Chicago, Ills.

Miss Edna Allen,
Atwood, Logan Co., Cal.

Note:

In letters to relations or friends, the address is sometimes placed at the close of the letter, to the left of and below the signature. The same address must be placed on the envelope that is written on the letter.

The Salutation of a letter contains the *opening words of respect or affection*.

FORMS OF SALUTATION.

In business letters or letters to strangers:

Dear Sir,—	Gentlemen,—
Madam,—	Dear Madam,—
Dear Sirs,—	Reverend Sir,—

In letters to relatives or friends:

Dear Mother,—
My dear Sister,—
Dear William,—
Dear Aunt Kate,—
Dear Mr. Smith,—
Dear Miss Elroy,—

The Body of a letter consists of whatever the writer may say to the person or persons to whom the letter is written. It follows the salutation.

The Conclusion of a letter contains the *closing words* of respect or affection and the *name of the writer*.

FORMS OF CONCLUSION.

For business letters:

Yours truly,
Yours very truly,
Yours respectfully,
Respectfully yours,

For letters to relatives or friends:

Your loving daughter,
Sincerely yours,
Very sincerely,
Your friend,
Ever yours,
Yours affectionately,

EXERCISES.

Write headings for five letters, all different. Write addresses to be used in letters written to—

a boy,
a girl,
a physician,
a minister,

a married lady,
an unmarried lady,
a business firm,
a business man.

Write salutations for letters to:

Your teacher,

Your sister,

Your uncle,

A stranger who is a lady,

Your mother,

Your cousin,

One of your classmates,

A business firm.

Write conclusions for letters to the same persons to whose letters you have just written the salutations.

MODEL LETTERS.

3290 Fourth Ave.,

Louisville, Ky., May 9, 1900.

Dear Mamma—

I reached this city safe this evening and found Cousin Dick and the girls waiting at the depot to meet me. I thought it quite kind in them as it was not certain I would arrive today.

I had a pleasant trip. The conductor told me some interesting facts about Crawfordsville, Greencastle and Bloomington; and the newsboy offered to lend me any magazine he had.

The country is very beautiful now. I suppose it seems especially so to a girl who is tired of looking at the houses in a big city. It seemed to rest me to look out of the car window and see the green fields and woods.

I am tired and sleepy, so I know you will excuse this short letter. I will try to write more tomorrow.

Your loving daughter,
Alice E. Austin.

Mrs. A. B. Austin,
Chicago, Ill.

127 Emmett St.,
Dubuque, Iowa, June 2, 1900.
The A. Flanagan Co.,
266 Wabash Ave.,
Chicago, Ills.

Gentlemen:—

- Please send me
- 1 "The Making. of Iowa,"
by Prof. Henry Sabin;
 - 1 "Talks about Authors,"
by Ella Ware, clo. ed.;
 - 1 "Great American Indus-
tries," Vol. 1, cloth.

I wish these books for
my own library. I now
have twenty five volumes
in it. Please send by the
American Express, C. O. D.

Yours truly,
Albert G. Talbot.

1. Write a letter of friendship to some relative in another city.

2. Write a business letter to A. C. McClurg & Co., 215 Wabash Ave., Chicago, Ills., ordering the following books for the little library which your father is helping you to obtain: 1 Ellis's "Stories from American History," cloth; 1 "Early History Stories of North and South America," cloth; 1 "Black Beauty," cloth.

3. Write a business letter to the Vaughan Seed Co., 84 Randolph St., Chicago, Ills., ordering 1 pkt. Sweet Peas, 1 pkt. Dwarf Nasturtiums, 1 pkt. Four O'Clocks, for your flower garden. Enclose forty cents to pay for them.

To the Teacher:

Only one letter should be assigned for a lesson. The pupils should be required to point out the parts of each letter, and to show where replies or packages should be sent in answer to the letters. The teacher should explain about paragraphing and indicate the reasons why the parts of a letter are arranged as they are. Punctuation, capitalizing, spelling and penmanship should be taught mostly by example.

4. Write a letter to Perry Mason & Co., Boston, Mass., enclosing \$1.75 and renewing your subscription to the Youth's Companion for one year from Jan. 1, 1900.

5. Write a letter to the Century Co., Union Square, N. Y., directing them to change the address of your copy of "St. Nicholas" from one place to another place.

6. Write a letter to a friend at a distance, describing your school. Tell the number of pupils, the studies you have and any other things that are of special interest to you.



DANCE OF THE NYMPHS.

FROM PAINTING BY COROT. 1796-1875.

COROT.

Jean Baptiste Camille Corot was born in Paris, July 20, 1796. He was the gentlest of painters, the most lovable of men, so high-minded in his work, so true to his friends that his memory is ever held in tender reverence.

This great soul's childhood was passed amid common surroundings. His father was a barber and his mother a dressmaker. But there must have been gentle blood indeed in this mother since she helped the little Jean to accomplish so much.

The spirit of love and the spirit of work dwelt side by side in this youth. Yet many, many years he toiled at his chosen profession unknown and poor. Up to his fiftieth year he could scarcely find a purchaser for his pictures.

At length, however, he came to be appreciated by art lovers, and his friends began to notice that he was a great artist. He was called the leader of the new school of landscape painting. Artists called him Père Corot, and he was truly a father to all in distress; he never turned away a troubled soul from his door. When his friend Millet died, he gave Madame Millet \$3,000 to help her out of financial trouble.

This beautiful picture, the Dance of the Nymphs, is one of his many silvery landscapes. In his early life when the rest of the family slept, Corot often remained leaning out of the window contemplating the sky and the trees. In these days he was absorbing the grandeur of nature until, filled with the beauties of the outer world, he painted his pictures with this inner light. This picture is full of the rare beauty of summer time. The

forest is peopled with the wood-nymphs; we can almost imagine their play to be, "Ring Around the Roses." Some one has said of Corot: "He could invest every landscape with a romanticism and charm which were wonderful."

Like our own sweet poet Whittier, the poet-painter Corot never married. He loved all people and was well beloved. When he died in 1875, the world mourned.

BECOMING YOUNG AGAIN.

A lady had a little daughter about five years old, who loved her mother and grand-mother equally well. On the birthday of the latter, the mother asked her little daughter Emma (that was her name) to pray to God that he would bless dear grandmother, and that she might become very old. Emma looked at her mother in surprise. The mother noticed the look of her child, and asked again: "Well, will you not pray to God that your grandmother may become older?" The little girl answered with child-like simplicity; "Dear mother, grandma is already very old; I should rather pray to God that she may become young again."

Be good, my child, and let who will be clever;
Do noble deeds, not dream them all day long,
And so make life, death and that vast forever
One grand, sweet song.

—*Charles Kingsley.*

CHAPTER IV.

INFLECTION.

1. This *boy* is younger than the other *boys*.
2. The *host* and *hostess* greeted us.
3. *He* was there, for I saw *him*.
4. I am *strong*, but you are *stronger*.
5. I *see* it now, and I *saw* it yesterday.

What words in these sentences show a change in *meaning* by a change in *form*? What word in (3) has different forms to show a difference in its *use*—as subject and as object of a verb?

Words that change in form to denote different meanings or uses, are said to be *inflected*. *Inflection* means *bending into a different shape*.

Inflection is a change in the form of a word to adapt it to a change in its meaning or use.

Only nouns, pronouns, adjectives, verbs, and adverbs are inflected.

FORMS OF NOUNS.

NUMBER-FORMS.

The <i>book</i> is new.	The <i>books</i> are new.
The <i>leaf</i> withers.	The <i>leaves</i> wither.
The <i>lady</i> has gone.	The <i>ladies</i> have gone.
The <i>man</i> is working.	The <i>men</i> were working.

Can you tell by the form of each noun used above whether it denotes one or more than one? Name the nouns that denote one. Name those that denote more than one.

The form of a word by which it denotes one or more than one, is called **number**.

A word which denotes one is in the **singular number**.

A word which denotes more than one is in the **plural number**.

Most nouns are inflected for number. The following are the general rules for forming the plural of nouns :

1. The plural of most nouns is formed by adding **s** to the singular ; as,

boy	girl	horse	roof	piano
boys	girls	horses	roofs	pianos

2. The plural of nouns ending in *x*, *s*, *z*, *sh*, and *ch* (soft), is formed by adding *es* to the singular ; as,

ax	kiss	dish	bench	adz
axes	kisses	dishes	benches	adzes

3. Nouns ending in *y* preceded by a *consonant* are made plural by changing *y* to *i* and adding *es*; as,

fly	lady	lily	fairy
flies	ladies	lilies	fairies

If a *vowel* precedes the final *y*, the word is made plural simply by adding *s* ; as,

day	turkey	valley	delay
days	turkeys	valleys	delays

4. Some nouns ending in *f* or *fe* are made plural by changing *f* to *v* and adding *es* ; as,

leaf	wife	wolf	knife
leaves	wives	wolves	knives

Besides those given, the following nouns are made plural according to rule 4 ; other nouns ending in *f* are made plural by adding *s* :

calf	beef	elf	life
half	thief	self	loaf
staff	sheaf	shelf	wharf

5. Some nouns ending in *o* are made plural by adding *es* ; as, hero, heroes.

The most common nouns following rule 5 are :

echo	motto	cargo	hero
negro	potato	tomato	tornado
calico	buffalo	volcano	mosquito

The plural of the following nouns is formed irregularly :

man	foot	ox	child
<i>men</i>	<i>feet</i>	<i>oxen</i>	<i>children</i>
tooth	mouse	goose	woman
<i>teeth</i>	<i>mice</i>	<i>geese</i>	<i>women</i>

EXERCISE.

I. — Form the plural of each of the following nouns by adding *s* or *es* :

sea	fox	shoe	scarf
glass	cliff	waltz	ostrich
artist	guide	motto	monarch
potato	bridge	circus	spoonful
soldier	cupful	witness	handkerchief

II. — Use each of the following nouns in sentences, first in the singular, then in the plural :

way	joy	sky	ally
buoy	duty	ruby	alley
story	artery	daisy	monkey
donkey	display	Sunday	mystery
century	balcony	chimney	attorney

III. — Change the italicized nouns in the following sentences to the plural form, and make such other changes in the sentences as are necessary :

1. The *Turk* wears a *fez*.
2. Put the *dagger* in its *sheath*.
3. A *galley* is a low, flat *vessel*.
4. The *buggy* has a broken *shaft*.
5. The *foot* of the *goose* is webbed.
6. A *bundle* of wheat is called a *sheaf*.
7. The *atlas* contains a *map* of the *country*.
8. The *tomato* was once thought unfit to eat.

GENDER-FORMS.

Obey your *father* and your *mother*.

The hunter killed a *lion* and a *lioness*.

The *king* is dead and the *queen* reigns.

What nouns used above denote the *sex* of the objects which they name? Which name objects of the *male* sex? Which name objects of the *female* sex?

The form of a word by which it denotes sex is called *gender*. *Gender* means *kind*, or *sex*.

Words which denote males are of the *masculine* gender.

Words which denote females are of the *feminine* gender.

A few nouns are inflected to distinguish sex ; as,

host	hero	widow	Paul
hostess	heroine	widower	Pauline

Different words are used to distinguish sex ; as,

boy	wife	duck	stag
<i>girl</i>	<i>husband</i>	<i>drake</i>	<i>hind</i>

EXERCISE.

I. — Write opposite each of the following words a word of opposite gender :

son	lad	cow	beau
man	cock	horse	wizard
aunt	Jesse	sister	madam
bride	goose	nephew	bachelor
maiden	master	landlord	gentleman

II. — Form the feminine of each of the following nouns by changing its termination :

heir	Jew	czar
actor	tiger	duke
negro	songster	governor
prince	emperor	murderer
Joseph	shepherd	enchanter

III. — Write three sentences containing nouns of the masculine gender ; three containing nouns of the feminine gender.

CASE-FORMS.

The home *of* the *man* was sold.

The knives *of* the *boys* are dull.

Have you seen the books *of* the *children* ?

Which of the nouns used above names the owner of the house ? Which names the owners of the knives ? Which names the owners of the books ? What preposition is used in each sentence to show the *relation of ownership* between the owner and what is owned ?

The relation of ownership may be expressed, without the preposition, by changing the form of the noun which names the owner. Thus :

The *man's* home was sold.

The *boys'* knives are dull.

Have you seen the *children's* books ?

Notice the changes that are made in the nouns to make them show ownership.

The form of a word by which it shows its relation to other words is called **case**.

Words which show the relation of ownership, or *possession*, are in the **possessive case**.

Nouns are inflected to show relation only in the possessive case.

The possessive case of nouns is formed :

1. By adding apostrophe and *s* (' *s*) to singular nouns and to plural nouns not ending in *s* ; as,

<i>girl's</i> dress	<i>George's</i> book	<i>lady's</i> bonnet
<i>men's</i> gloves	<i>children's</i> hour	<i>woman's</i> work

2. By adding only the apostrophe (') to plural nouns ending in *s* ; as,

<i>girls'</i> dresses	<i>ladies'</i> bonnets
<i>boys'</i> school	<i>teachers'</i> meeting

EXERCISE.

I.— Use nouns in the possessive case instead of the parts italicized in the following sentences :

1. *The* tongues of *cats* are rough.
2. Beware of the nest of *the* hornet.
3. *The* tusks of *elephants* are ivory.
4. We keep clothing for *men and boys*.
5. The feathers of *the* turkey are glossy.
6. Mt. Vernon was *the* home of *Washington*.
7. Have you read *the* fables written by *Aesop*?
8. *The* house owned by *Dr. Blank* is for sale.
9. A monument for *the* soldiers will be built.
10. Cloaks suitable for *ladies and misses* for sale here.
11. 'The crown that is worn by *Queen Victoria* is set with costly jewels.

II.—Change each of the italicized nouns in the following sentences to the plural possessive form ; make such other changes as are necessary :

1. Where are the *girl's* hats?
2. A *horse's* hoof is horny.
3. My *brother's* store is closed.
4. The *bird's* songs are enjoyed.
5. Did you see the *boy's* mother?
6. The *baby's* carriage is broken.
7. The *buffalo's* horns are short.
8. A *monkey's* eyes are bright.
9. Our *uncle's* children are our cousins.
10. You will find a *hornet's* nest there.
11. A *child's* manners shows its training.
12. Nothing could be seen of the *thief's* tracks.
13. The *fox's* bark was heard in the distance.

III.—Write the singular and plural possessive forms of each of the following nouns :

fly	box	ox	boy
pony	fish	waif	wolf
watch	dwarf	horse	negro
mouse	eagle	woman	donkey
thrush	society	attorney	mosquito

IV.—Write three sentences containing singular nouns in the possessive case ; three containing plural nouns in the possessive case.

FORMS OF PRONOUNS.

NUMBER-FORMS.

I am here.

We are here.

Did you see *him* ?

Did you see *them* ?

She gave *it* to *me*.

They gave *them* to *us*.

Which of the pronouns used above denote one ? Which denote more than one ? Which, then, are in the singular number ? Which in the plural number ?

Personal pronouns are inflected to denote number.

The number of a pronoun must be the same as that of its antecedent ; as,

A boy was here. *He* left a note.

Where is the bird ? *It* has flown.

The girls came, but *they* have gone.

The children took *their* books with *them*.

Two singular antecedents connected by *and* generally require a plural pronoun ; as,

John and Charles have *their* books open.

Ellen and Lucy take *their* lunch with *them*.

Two singular antecedents connected by *or* or *nor* require a singular pronoun ; as,

Either John or Charles has *his* book open.

Neither Ellen nor Lucy takes *her* lunch with *her*.

The singular form of pronoun should be used after *each, every, either, neither, not one, any one*, etc. Thus :

Each of the girls took *her* books home.

Every one of the boys failed in *his* lesson.

Neither of these books has all *its* leaves.

Either of the women will do *her* part.

Not one of the men does as much as *he* can.

Has any one of the pupils forgotten to bring *his* books with *him* ?

GENDER-FORMS.

She went away.

I have not seen *him*.

He gave the book to *her*.

Which of the pronouns used above show by their forms that they denote males ? Which show that they denote females ? Which, then, are of the masculine gender ? Which of the feminine gender ?

Two personal pronouns have gender forms.

The gender of a pronoun must be the same as that of its antecedent ; as, .

When Mary left, *she* gave me *her* books.

The king expects *his* subjects to support *him*.

Every woman contributed as much as *she* could.

The man was chopping wood, and *he* cut *his* foot.

When the gender of the antecedent is indefinite, the masculine form of the pronoun is used ; as,

Each one of them did *his* best.

Everybody must look out for *himself*.

There is no one but has *his* troubles.

If any one wants to go, let *him* raise *his* hand.

PERSON-FORMS.

I am ready.

Are *you* going ?

He sent *it* to *her*.

Which of these pronouns represents the speaker ? Which represents the person spoken to ? Which two represent persons spoken of ? Which represents a thing spoken of ? Which, then, is of the first person ? Which of the second ? Which are of the third ?

Personal pronouns are inflected to denote person.

A pronoun must agree with its antecedent in person. The antecedent of a pronoun of the first person is the name of the person speaking ; that of a pronoun of the second person is the name of the person spoken to ; that of a pronoun of the third person the name of the person or thing spoken of ; as,

I, John, saw these things.

Arthur, *you* must help me.

The boy has a rabbit. *He* feeds *it* leaves.

CASE-FORMS.

I am ready, send *me*.

We saw *him*, but *he* did not see *us*.

They called for *her*, and *she* went with *them*.

Did John leave *his* pencil on *your* desk?

Which of these pronouns are used as subjects of verbs? Which as objects of verbs? Which as objects of prepositions? Which denote ownership? Notice the changes in *form* to show the different relations.

The subject of a verb is in the **nominative case**. The object of a verb or of a preposition is in the **objective case**. Words which denote ownership, as we have learned, are in the **possessive case**.

Most personal pronouns are inflected to denote the nominative, the objective, and the possessive case.

Pronouns used as complements of copulative verbs are in the nominative case; as,

It is *I*.

This is *he*.

That was *she*.

I think these are *they*.

Was it *we* that you called?

It may have been *she* who came.

The relative and interrogative pronoun *who*, is inflected for case ; as,

I see a boy *who* is idle.

This is the girl *whose* father died.

The man *whom* you describe was here.

Who is going ?

Whose are these books ?

Whom did you call ?

DECLENSION OF PRONOUNS.

We have found that pronouns have number, gender, person, and case forms. The orderly arrangement of the inflections of a pronoun is called its declension. Thus :

		<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
<i>First Person.</i>	Singular.....	I	my or mine	me
	Plural	we	our or ours	us
<i>Second Person.</i>	Singular.....	thou	thy or thine	thee
	Plural	ye or you	your or yours	you
<i>Third Person.</i>	Sing. Masc.....	he	his	him
	Sing. Fem.	she	her or hers	her
	Singular.....	it	its	it
	Plural	they	their or theirs	them
	Singular or Plural.....	who	whose	whom

The pronouns *you*, *your*, and *yours* are used in the singular, though plural in form.

The forms *thou, thy, thine, thee, and ye* are not used in ordinary speech, but in what is called *solemn discourse*, as in prayer and some kinds of poetry.

The possessive forms, *my, our, thy, your, her, their*, are used before nouns ; when no noun is expressed, *mine, ours, thine, yours, hers, and theirs* are used ; as,

This is *my* hat. This hat is *mine*.

Is that *her* cloak. Is that *hers* ?

That is *your* pencil. That pencil is *yours*.

These are *our* books. These books are *ours*.

A pronoun used as the subject of a verb or as the complement of a copulative verb, is in the nominative case.

A pronoun used as the object of a verb or of a preposition, is in the objective case.

A pronoun must agree with its antecedent in person, gender, and number.

EXERCISE.

I. — Determine the number, gender, person, and case of each pronoun in the following sentences :

1. He and I are brothers.
2. My friend took her and me.
3. We thought that it was she.

4. You cannot go, nor they either.
5. She can do the work as well as they.
6. There is the book. Please hand it to him.
7. There is no ill-feeling between her and me.
8. He is taller than I, but I am older than he.
9. You, he, and I, are members of the same class.
10. Bees gather honey for themselves, and men rob them of it.

II. — Choose the correct form of pronoun, and then repeat or copy each sentence several times :

1. John and (I, me) will go.
2. It is (I, me) that am reciting.
3. You are older than (we, us).
4. You can write as well as (he, him).
5. Will you take William and (I, me)?
6. It was (he, him) that went past.
7. I do not think that is (she, her).
8. Do you suppose it was (they, them)?
9. Was it (we, us) you wanted to see?
10. I was playing with Alice and (she, her).
11. They invited (she, her), but not (I, me).
12. Give the flowers to (he, him) and (she, her).
13. Was it not Mary and (she, her) who called?
14. The invitation is for (he, him) and (I, me).
15. It was (she, her) and (I, me) that were whispering.
16. There were present only (they, them) and (I, me).
17. They asked my friend and (I, me) if we could walk as fast as (they, them).

III.—Use in each blank the correct form of *who* :

1. — was here?
2. — did you see?
3. — was it that came?
4. — did the boy strike?
5. With — were you walking.
6. At — house is she staying?
7. To — is the letter directed?
8. I will send a boy — is honest.
9. I will send a boy — you can trust.
10. The man — was here has gone.
11. The man — you saw was my father.
12. The woman — died was one — all loved.

IV.—Fill blanks with pronouns of correct number and gender :

1. Not one of us did — best.
2. No one should neglect — work.
3. All the pupils had — lessons.
4. Each of the pupils had — lessons.
5. Every tree is known by — fruit.
6. Some man or boy has lost — hat.
7. If any one knows, — must not tell.
8. Everyone must learn — lesson for — .
9. Let anyone guess this riddle if — can?
10. Neither one of the girls brought — lunch.
11. I will let each of you recite in — turn.
12. If Ned or Frank is whispering, — must remain.
13. If Ned and Frank are whispering, — must remain.

FORMS OF ADJECTIVES AND ADVERBS.

COMPARISON OF ADJECTIVES.

Mary is <i>kind</i> .	I have a <i>short</i> stick.
Jane is <i>kinder</i> .	You have a <i>shorter</i> stick.
Ruth is <i>kindest</i> .	He has the <i>shortest</i> stick.

What quality has each of the girls ? [Kindness.]
How many forms of the adjective *kind* are used to express different *degrees* of the quality ? Which form denotes merely the quality ? Which a higher degree of the quality ? Which the highest degree of the quality ? What adjective is changed in form to express different degrees in the length of the sticks ? Which form expresses the quality alone ? Which a lower degree of the quality ? Which the lowest degree of the quality ?

The change in the form of an adjective to express different degrees of quality, is called **comparison**.

The form of an adjective which expresses merely the quality, as *kind*, *short*, is the **positive degree**.

The form of an adjective which expresses a higher or lower degree of the quality in one object than in another, as *kinder*, *shorter*, is the **comparative degree**.

The form of an adjective which expresses the highest or lowest degree of the quality, as *kindest*, *shortest*, is the **superlative degree**.

Adjectives are compared regularly by adding *r* or *er* to the positive to form the comparative ; *st* or *est* to the positive to form the superlative ; as,

wise	wiser	wisest
swift	swifter	swiftest
small	smaller	smallest

A few adjectives are compared irregularly ; as,

<i>good</i>	<i>better</i>	<i>best</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>bad</i> or <i>ill</i>	<i>worse</i>	<i>worst</i>
<i>much</i> or <i>many</i>	<i>more</i>	<i>most</i>

Adjectives of more than one syllable are usually not inflected, but are compared by placing before them the adverbs *more* or *less* for the comparative, *most* or *least* for the superlative ; as,

honest	<i>more</i> honest	<i>most</i> honest
truthful	<i>more</i> truthful	<i>most</i> truthful
honorable	<i>less</i> honorable	<i>least</i> honorable

NOTE.—A word of two syllables is compared regularly, when the terminations can be added to it without making an awkward word ; as, pretty, prettier, prettiest ; noble, nobler, noblest.

A few qualifying adjectives are not compared ; as *round*, *square*, *equal*, *chief*, *principal*.

The comparative form of an adjective is used when comparing two objects, the superlative form when comparing more than two ; as,

Which is *older*, John or Frank ?

Which is *oldest*, John, Frank, or Tom ?

The young man is *taller* than his father, and the *tallest* of three brothers.

Only two adjectives — *this* and *that* — are inflected for number ; as,

This man works.

These men work.

That girl is studying.

Those girls are studying.

Be careful to use the right number form of the adjective with the singular nouns *sort* and *kind* ; as,

This [not *these*] kind of apples grows here.

I do not like *that* [not *those*] sort of people.

COMPARISON OF ADVERBS.

Most adverbs that admit of comparison are compared by the use of *more* and *most*, or *less* and *least* ; as,

quickly	<i>more</i> <i>less</i> }	quickly	<i>most</i> <i>least</i> }	quickly
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distinctly	<i>more</i> <i>less</i> }	distinctly	<i>most</i> <i>least</i> }	distinctly
------------	------------------------------	------------	-------------------------------	------------

A few adverbs are inflected for comparison; as,

soon	sooner	soonest
often	oftener	oftenest

A few adverbs are irregularly compared; as,

<i>well</i>	<i>better</i>	<i>best</i>
<i>much</i>	<i>more</i>	<i>most</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>far</i>	<i>farther</i>	<i>farthest</i>
<i>badly or ill</i>	<i>worse</i>	<i>worst</i>

EXERCISE.

I. — Determine the degree of each qualifying adjective in the following sentences :

1. Truth is stranger than fiction.
2. Diamonds are the costliest gems.
3. Of the two roads, choose the shorter.
4. John is the youngest of five brothers.
5. Empty vessels make the loudest noise.
6. Which is larger, Illinois or Missouri?
7. Which is largest, Texas, California, or New York?
8. Which has the sweeter odor, the violet or the rose?
9. By persistent effort, the hardest task becomes easy.
10. Julia is the older and the more domestic of the two.
11. South Carolina is a small state, Delaware is smaller than South Carolina, and Rhode Island is the smallest state in the Union.

II. — Compare each of the following adjectives :

few	soft	rich	able
fine	brave	foolish	cruel
happy	bright	patient	unkind
useful	formal	graceful	wealthy
fertile	careless	handsome	beautiful

III. — Choose the correct form in each sentence :

1. I prefer (this, these) kind of pencils.
2. Were you weighed on (that, those) scales?
3. I do not trust (that, those) sort of friends.
4. Of all lakes, Superior is the (larger, largest).
5. Which is (taller, tallest), Harry, Ned, or Tom?
6. (That, those) sort of companions will benefit you.
7. Do you want some of (this, these) kind of apples?
8. Which do you like (better, best), spring or fall?
9. Which is (more, most) desirable, health or wealth?
10. The (younger, youngest) of the two girls is the (prettier, prettiest).

IV. — Determine which of the italicized words are adjectives, and which adverbs ; tell the degree of each :

You came *latest*.

You are the *latest* arrival.

I ate breakfast *early*.

I ate an *early* breakfast.

The girl is *less* than I.

The man works *less* now.

This is the *fastest* train.

This train runs *fastest*.

He spoke *longer* than usual.

I want the *longer* string.

We walked *farther* to-day.

They live in the *farther* house.

FORMS OF VERBS.

NUMBER AND PERSON FORMS.

The child	{	<i>works</i>	The children	{	<i>work</i>
		<i>studies</i>			<i>study</i>
		<i>is busy</i>			<i>are busy</i>
		<i>was late</i>			<i>were late</i>
		<i>has a pen</i>			<i>have pens</i>

Which of these verbs are used with a singular subject? Which with a plural subject? Notice the changes in the form of the verbs.

A verb may change form to agree with the number of its subject, hence verbs are said to have **number**.

I	{	<i>work</i>	you	{	<i>work</i>	he she or it	{	<i>works</i>
		<i>study</i>			<i>study</i>			<i>studies</i>
		<i>am busy</i>			<i>are busy</i>			<i>is busy</i>
		<i>was late</i>			<i>were late</i>			<i>was late</i>
		<i>have a pen</i>			<i>have a pen</i>			<i>has a pen</i>

Which of these verbs are used with a subject of the first person? Which with a subject of the second person? Which with a subject of the third person? Notice the changes in the form of the verbs.

A verb may change form to agree with the person of its subject, hence verbs are said to have **person**.

We see that the verb has few inflections for person and number. The following are all the changes in ordinary speech : The verb *be* has different forms — *am, is, are, was, were* — to denote differences in the person and number of its subjects ; other verbs change form to agree with the person and number of their subjects only in the *third person singular*, when *have* is changed to *has*, or *s* or *es* is added to the verb.

A verb must agree with its subject in person and number.

Two or more singular subjects generally require a *plural* verb if connected by *and* ; a *singular* verb if connected by *or* or *nor* ; as,

John and James *go* to school.

John or James *goes* to school.

Mary and her sister *have* their lessons.

Neither Mary nor her sister *has* her lessons.

When two or more singular subjects connected by *and* have a singular meaning, or are preceded by *each, every*, or *no*, they require a singular verb ; as,

The soldier and statesman *is* dead.

Each boy and girl *has* a book.

Every man, woman, and child *was* lost.

No day and no hour *is* without its duties.

Be careful not to violate the preceding rule when the position of the subject is changed, or when a noun of a different number comes between the subject and the verb ; as,

1. Yonder *come* John and James.
2. Not one of the boys *is* absent.
3. Neither of the men *works* hard.
4. There *go* the children from school.
5. Every one of the pupils *has* a pencil.
6. Each of these expressions *is* incorrect.
7. There *were* left only my brother and I.
8. *Do* your father and mother *expect* to go ?
9. The appearance of the clouds *indicates* rain.

Sometimes the *meaning* of a word, rather than the form, determines whether it should have a singular or a plural verb ; as,

1. News *is* scarce.
2. No pains *was* spared.
3. A great number *were* injured.
4. The number injured *was* ten.
5. The deer *are* in the park.
6. The deer *is* a beautiful animal.
7. The class [as a whole] *is* large.
8. The class [as individuals] *are* studying.
9. The "Arabian Nights" *was* once his delight.

EXERCISE.

I. — Choose the correct form of verb in each sentence, and tell why it is correct :

1. (Was, were) you there ?
2. One of those horses (is, are) lame.
3. Either of you (is, are) able to lift it.
4. (Has, have) Mary and Lucy been ill ?
5. (Was, were) Florence or Fannie here ?
6. Neither of the boys (read, reads) well.
7. (Is, are) either of your friends coming ?
8. The jury (was, were) divided in opinion.
9. Which of these sentences (is, are) correct ?
10. Each of the States (has, have) two senators.
11. No house, no fence, no tree (was, were) left.
12. What sounds (has, have) each of the vowels ?
13. Either you or your brother (was, were) there.
14. Both you and your brother (was, were) there.
15. Here (come, comes) my friend and her husband.
16. Each man, woman, and child (has, have) duties.
17. Frank, Robert, and Ned (live, lives) in the city.
18. Every branch and twig (is, are) covered with snow.
19. Neither Ned nor Tom (have, has) (his, their) books.
20. The fragrance of many flowers (fill, fills) the air.
21. A variety of pleasing objects (charm, charms) the eye.
22. The ebb and flow of the tides (was, were) explained.
23. The jury (has, have) rendered a verdict of guilty.
24. (Has, have) there been many failures in business ?
25. There (is, are) a book, an apple, and a pencil on my desk.

II. — Change the person or number of each italicized word, and make such other changes in the sentences as will be necessary :

1. All *men* have their faults.
2. *We* are industrious pupils.
3. Are *you* going to the fair?
4. *She* has a slate on her desk.
5. The *bird* was building its nest.
6. There is an *apple* on the table.
7. Are the *covers* of the books blue?
8. Has there been a *wreck* on this rock?
9. The *men* who do their duty are happy.
10. The *boys* help their father in the store.
11. The *man* that rows the boat has a strong arm.
12. The *fern* seeks the shade and shuns the sunshine.
13. *This* is the best exercise that has been written.
14. At the signal, *each* of the pupils rises to his feet.
15. *All* the girls who have their lessons may be excused.
16. The *trees* that grow on the lawn furnish us shade.

III. — Use the following verbs in sentences (1) with singular subjects, (2) with plural subjects :

do	go	cry	lay
run	see	play	deny
delay	reply	perch	rustle
march	creep	crouch	screech
belong	invade	tarnish	prepare

MODE-FORMS.

1. I *go* to school.
2. I *may go* to school.
3. *Go* to school.
4. If I *go*, I will learn.
5. John *runs*.
6. John *can run*.
7. *Run*, John.
8. If John *run*, he will fall.

In which of these sentences is the action asserted as a fact? In which is it asserted as a possibility? In which is it commanded? In which is it asserted as doubtful, or conditional?

The manner in which the verb makes the assertion is called **mode**. *Mode* means *manner*.

A verb which asserts something as a fact is in the **indicative mode**.

A verb which asserts something as possible or necessary is in the **potential mode**.

A verb which asserts a command is in the **imperative mode**.

A verb which asserts something as doubtful or conditional is in the **subjunctive mode**.

The indicative mode is the one most used; as,

Time *flies*.

Are you going?

Cæsar *conquered*.

Have you a pencil?

Students *will learn*.

Did he learn his lesson?

The potential mode is expressed by the use of one of the helping verbs, *may*, *can*, *must*, *might*, *could*, *would*, or *should*, with the simple form of the principal verb ; as,

You <i>may</i> read.	<i>Can</i> you help me ?
He <i>can</i> do the work.	<i>May</i> I ask a favor ?
We <i>must</i> study hard.	<i>Would</i> that be right ?
John <i>might</i> write better.	They <i>could</i> see the bird.

The imperative mode is used only with subjects in the second person in expressing requests or commands ; as,

Come to me. Please *sing* for me.

The subjunctive mode has almost gone out of use in our language. It is used in subordinate assertions to express *doubt*, a *supposition contrary to fact*, or a *wish* ; as,

1. If she *be* there, she will not sing.
2. Though he *fail*, he will not despair.
3. Provided the pupil *study*, he may remain.
4. Unless he *have* friends, he cannot succeed.
5. If John *tell* a falsehood, he will be punished.
6. I would not go, if I *were* you.
7. If he *were* willing, I would help him.
8. I wish that my mother *were* here.

Verbs in the indicative mode are used to express what is *assumed as a fact* ; as,

1. If he *is* needy, we must help him.
2. Though he *is* lame, he walks fast.
3. If he *was* severe, he was not unjust.
4. If he *wishes* to see me, he must come here.
5. If she *intends* to apply, she must do so soon.

TENSE-FORMS.

- | | |
|---------------------------|---------------------------------|
| 1. We <i>play</i> . | 4. He <i>goes</i> to school. |
| 2. We <i>played</i> . | 5. He <i>went</i> to school. |
| 3. We <i>shall play</i> . | 6. He <i>will go</i> to school. |

Do the verbs used above express time ? Which denote *present* time ? Which *past* time ? Which *future* time.

The form of a verb by which it expresses time is called **tense**. *Tense* means *time*.

All time is divided into present, past, and future ; hence there are three principal tenses of verbs—the present tense, the past tense, and the future tense.

The **Present Tense** of a verb denotes present time.

The **Past Tense** of a verb denotes past time.

The **Future Tense** of a verb denotes future time.

They *have learned* their lessons.

They *had learned* their lessons when they came.

They *will* (or *shall*) *have learned* their lessons before class-time.

Which of these verbs represents an action as completed at the present time? Which represents an action as completed at a certain past time? Which represents an action as completed at a certain future time?

An action completed is *perfected*; hence we have the present-perfect tense, the past-perfect tense, and the future-perfect tense.

The **Present-perfect Tense** of a verb represents an action as completed at the present time.

The **Past-perfect Tense** of a verb represents an action as completed at a certain past time.

The **Future-perfect Tense** of a verb represents an action as completed at a certain future time.

The indicative mode has all of the six tenses.

The potential mode has four tenses—the present, the past, the present-perfect, and the past-perfect.

The subjunctive mode has two tenses—the present and the past.

The imperative mode has but one tense—the present.

SUMMARY OF MODE AND TENSE FORMS.

Indicative Mode.	{	Present.....	<i>love, sing.</i>
		Past.....	<i>loved, sang.</i>
		Future.....	shall } <i>love, sing.</i> will }
		Present-Perfect.....	have } <i>loved, sung.</i> has }
		Past-Perfect.....	had } <i>loved, sung.</i>
		Future-Perfect.....	shall } <i>have loved, sung.</i> will }
Potential Mode.	{	Present.....	may } <i>love, sing.</i> can } must }
		Past.....	might } <i>love, sing.</i> could } would }
		should }	
	{	Present-Perfect.....	may } <i>have loved, sung.</i> can } must }
	{	Past-Perfect.....	might } <i>have loved, sung.</i> could } would }
			should }
Subjunctive Mode.	{	Present.....	<i>love, sing.</i>
		Past.....	<i>loved, sang.</i>
Imperative Mode.	{	Present.....	<i>love, sing.</i>

We see by the table that there are few inflections for mode and tense. The only changes in the verb itself are in the past tense, indicative and subjunctive, and in the perfect tenses, indicative and potential.

The imperative mode has but one form, the unchanged form, or *root*, of the verb.

The subjunctive mode has forms different from the indicative only in the following cases :

1. In the present tense *be* is used instead of *am*, *is*, and *are* ; in the past tense, *were* is used instead of *was*. [See page 157.]

2. *Have* is used instead of *has*, and other verbs drop *s*, or *es*, in the third person singular, present tense. [See page 107.]

The form of a verb used after *has*, *have*, or *had* in the perfect tenses, is called the **past-participle** of the verb.

The three forms, the *present-indicative* the *past-indicative*, and the *past-participle*, are called the **principal parts** of a verb ; as,

<i>Present Indicative.</i>	<i>Past Indicative.</i>	<i>Past Participle.</i>
<i>live</i>	<i>lived</i>	<i>lived</i>
<i>see</i>	<i>saw</i>	<i>seen</i>

NOTE. — The regular arrangement of all the different forms of a verb is called its *conjugation*.

Be careful not to use the past-participle for the past tense of the verb, or the reverse ; as,

I *saw* [not *seen*] him yesterday.

I have never *seen* [not *saw*] him.

I *knew* [not *knowed*] he would come.

We should have *written* [not *wrote*] our exercises.

He never *did* [not *done*] such a thing in his life.

AUXILIARY VERBS.

The verb itself has few inflections, but there are certain helping verbs, as the table shows, which are used with the principal verb to express the different modes and tenses.

Verbs used to *help* form the different modes and tenses of other verbs, are called **auxiliary verbs**. *Auxiliary* means *helping*.

The principal auxiliaries are :

Present, - *do, be, have, shall, will, may, can, must.*

Past, - *did, was, had, should, would, might, could.*

Do, be, have, and will, are also used as principal verbs.

NOTE.—The combination of the principal and the auxiliary verb is sometimes called a *verb-phrase* or *verb-term*.

Always use the proper auxiliary :

May expresses permission or possibility ; as,

Mother says I *may go*.

The sun *may shine* to-morrow.

The Governor *may pardon* the convict.

Can expresses ability ; as,

He *can read*. I think I *can go*.

Must expresses necessity ; as,

He *must go*. It *must be* true.

Might and *could*, the past tenses of *may* and *can*, follow the rules for *may* and *can* ; as,

He *might come* (possibility).

He *could come* (ability).

Shall, in the first person, expresses simple futurity ; in the second and third persons, compulsion. *Will*, in the first person, expresses purpose ; in the second and third persons, simple futurity ; as,

I *shall go* (simple futurity).

You *shall go* (compulsion).

He *shall go* (compulsion).

I *will go* (purpose).

You *will go* (simple futurity).

He *will go* (simple futurity).

Should and *would*, the past tenses of *shall* and *will*, follow in general the rules governing the uses of *shall* and *will* ; as,

I thought I *should* go.

I determined I *would* go.

I feared he *would* fail.

I demanded that he *should* come.

Do is used as an auxiliary in making the *emphatic form* of a verb, and also in *interrogative* and *negative* sentences ; as,

I *do* try.

Did you write this ?

He *did* come.

I *do* not know how.

We *do* feel sorry.

We *did* not hear you.

Do you live here ?

He *does* not want to go.

Be is used as an auxiliary in making the *progressive form* of a verb ; as,

I *am* reciting.

You *were* writing.

He *is* studying his lesson.

Fannie *has been* riding this morning.

The boy *should have been* solving his problems.

NOTE.—*Be* is also used as an auxiliary in making the *passive form* of a verb.

REGULAR AND IRREGULAR VERBS.

They <i>shout</i> aloud.	I <i>break</i> the stick.
They <i>shouted</i> aloud.	I broke the stick.
They have <i>shouted</i> aloud.	I have broken the stick.

What forms of the verb *shout* are here given? What forms of the verb *break*? Which of these verbs forms its past tense and past participle by adding *ed* to the simple form, or root? Which does not form its past tense and past participle by adding *ed* to the root?

Verbs which form their past tense and past participle by adding *d* or *ed* to the root, are **regular verbs**.

Verbs which do not form their past tense and past participle by adding *d* or *ed* to the root, are **irregular verbs**.

NOTE. — For a list of irregular verbs and their principal parts, see page 158.

EXERCISE.

I. — Tell the mode and tense of each verb (or verb-term) in the following sentences; tell which are principal and which auxiliary verbs:

- | | |
|-------------------|---------------------|
| 1. I do see it. | 4. He was reading. |
| 2. Hope cheers. | 5. The sun has set |
| 3. I will not go. | 6. Napoleon fought. |

- | | |
|-----------------------------|-----------------------------------|
| 7. He could tell us. | 19. If it rain, I shall stay. |
| 8. Can I assist you? | 20. Shall I bring it to you? |
| 9. Did the star fall? | 21. You should have seen it. |
| 10. I may have lost it. | 22. Will you come with me? |
| 11. We furled the sail. | 23. I wish that it were done. |
| 12. Study nature's laws. | 24. I intend they shall work. |
| 13. The bells are tolling. | 25. The moon will have risen. |
| 14. May we go with you? | 26. He had gone when I came. |
| 15. Have the boys come? | 27. If he be ill, he will not go. |
| 16. You must come soon. | 28. If he is poor, he is honest. |
| 17. Look before you leap. | 29. If he was slow, he was sure. |
| 18. He does go there often. | 30. If he were here, I could go. |

II. — Choose the correct word, or words, in each of the following sentences :

1. Though she (is, be) firm, she is not unkind.
2. If he (is, be) there, I (will, shall) be surprised.
3. Though she (was, were) there, I did not see her.
4. If I (was, were) there, I (would, should) help you.
5. If the weather (be, is) pleasant, (may, can) we go?
6. What (would, should) you say if you (was, were) asked?
7. Though I (be, am) discouraged, I (will, shall) not give up.
8. If he (disobey, disobeys) me, he (will, shall) be punished.
9. If wishes (was, were) horses, beggars (might, could) ride.
10. Unless it (turn, turns) colder, you will not need your cloak.

11. If I (was, were) strong enough, I (could, might) help you.

12. If he (be, is) at home, tell him I (would, should) like to see him.

13. Though the bill (pass, passes), the law (will, shall) not be enforced.

14. Supposing she (was, were) here, she (would, should) be no help to us.

15. If he (expect, expects) to go with us, he (should, would) be making preparations.

III.—Change the verbs in the following sentences, first to the past tense, then to the future tense :

- | | |
|-------------------------|---------------------------|
| 1. The sun shines. | 6. The buds burst. |
| 2. The boys skate. | 7. He catches the ball. |
| 3. I cut the apple. | 8. She knows the place. |
| 4. I break the stick. | 9. The waves dash high. |
| 5. They blast the rock. | 10. We study our lessons. |

IV.—Change the tense of the verbs—the present to the present-perfect, the past to the past-perfect, the future to the future-perfect :

- | | |
|------------------------|----------------------------------|
| 1. He reads much. | 6. Can you forget it? |
| 2. Should I write? | 7. It would not grow there. |
| 3. They go to town. | 8. Mary broke her promise. |
| 4. I was busy all day. | 9. I shall finish by that time. |
| 5. He will sleep long. | 10. A thief may steal the money. |

V.—Write each of the following sentences ten times, using the verb in all the tenses of the indicative and the potential modes ; tell which of the verbs are transitive and which intransitive :

- | | |
|-------------------------|---------------------------------|
| 1. We raise our hats. | 7. I lie in the hammock. |
| 2. I recite my lesson. | 8. I lay the pencil down. |
| 3. They do their duty. | 9. Water rises in the well. |
| 4. A boy drowns a cat. | 10. John rides the horse home. |
| 5. He knows the poem. | 11. The farmer threshes wheat. |
| 6. We sit on the bench. | 12. I set the box on the table. |

VI.—Change the verb in each sentence to the progressive form, and tell its mode and tense :

1. I work. We write. He thinks.
2. It rained hard. They rowed fast.
3. The pupils had studied their lessons.
4. The ship will then sail across the sea.
5. I can get ready. He may deceive you.
6. The farmer might have hoed the weeds.
7. In June, she will have taught five years.
8. The boys had cut and carried wood all morning.
9. The animal must have watched as we rode along.
10. The men raised their hats. The river rose to-day.
11. We set the box on the table. The box sat on the table.
12. The book lies on the desk. I lay the book on the desk.
13. The watch should not lose time. It has run regularly.

VII.—Change each of the following to the emphatic, the interrogative, and the negative form :

You replied.	It drew the blood.
We improve.	Time brings changes.
He makes hay.	They fight for liberty.
John skates well.	The children copy the words.

VIII.—Give the principal parts of the following verbs ; tell which are regular and which irregular :

do	go	sew	see	lie
fly	say	wear	draw	lay
fall	give	chew	fancy	sit
pull	wipe	leave	teach	set
begin	swim	delay	learn	rise
cover	throw	forget	retire	raise

IX.—Use the principal parts of each of the following verbs in sentences :

eat	buy	saw	tear
bite	beat	draw	show
blow	ring	take	know
bring	drink	hurt	wring
shake	write	came	choose

X.—Write ten sentences containing verbs in the indicative mode ; ten containing verbs in the potential mode ; five containing verbs in the subjunctive mode ; three containing verbs in the imperative mode.

VOICE-FORMS.

1. He *shot*.
2. He *was shot*.
3. Bees *make* honey.
4. Honey *is made* by bees.
5. John *strikes* the ball.
6. The balls *are struck* by John.

In which of these sentences are the subjects represented as *acting*? In which are the subjects represented as *being acted upon*? Do the verbs change form to show whether their subjects act or are acted upon?

The form of a verb which shows whether its subject acts or is acted upon is called **voice**.

Verbs which represent their subjects as acting are in the **active voice**.

Verbs which represent their subjects as being acted upon are in the **passive voice**.

The passive voice of a verb in any tense is formed by using the form of *be* in that tense with the past participle of the verb; as,

I *am hurt*. He *may be appointed*.

You *are loved*. John *was bitten* by the dog.

NOTE.—Only transitive verbs have voice forms.

EXERCISE.

I.—Change the verbs in the following sentences from the active to the passive voice, or the reverse:

1. Heat expands metals.
2. Electricity moves the car.
3. Burglars entered the house.
4. Flies are caught by spiders.
5. The work shall be finished for you.
6. William Penn founded Philadelphia.
7. Heavy rains have swollen the rivers.
8. I was very much amused by the story.
9. Reading good books benefits the mind.
10. Somebody should attend to the matter.
11. The steam engine was invented by Watt.
12. The drowning child was rescued by the dog.
13. These exercises will be written by the pupils.
14. These truths are held by us to be self evident.
15. They found many beautiful shells on the shore.
16. We are kept alive by food, exercise, and sleep.
17. Longfellow wrote the beautiful poem "Evangeline."
18. The colonists claimed that England taxed them unjustly.
19. In 55 B. C., Britain was invaded by the Romans under Julius Cæsar.
20. The Atlantic Ocean is crossed by fast steamers in less than seven days.
21. We call Lincoln the "Emancipator," because the slaves were liberated by him.

II.—Write sentences, using the following verbs in the active voice; then change the sentences, using the verbs in the passive voice:

kill	build	wrote	began
moved	learned	mends	arrested
caught	destroyed	defeated	discovered

III.—Tell the form of each of the following verb-terms, and use each in a sentence:

- | | |
|----------------|---------------------------------|
| 1. think | 14. are reaping |
| 2. brings | 15. were defeated |
| 3. fancied | 16. is being made |
| 4. can use | 17. should be kept |
| 5. do read | 18. may have fallen |
| 6. is built | 19. will be covered |
| 7. shall ride | 20. had been rowing |
| 8. might hear | 21. has been raised |
| 9. am working | 22. could have heard |
| 10. did recite | 23. will have finished |
| 11. has driven | 24. must have been earning |
| 12. is raging | 25. would have been pleased |
| 13. was stolen | 26. should have been attending. |

IV.—Correct the following sentences; tell why the words in italics are incorrect:

- | | |
|--------------------------------|-----------------------------------|
| 1. Who <i>done</i> that? | 5. He <i>laid</i> down to rest. |
| 2. Your dress is <i>tore</i> . | 6. Let the box <i>set</i> there. |
| 3. <i>Can</i> I be excused? | 7. <i>Will</i> I bring it to you? |
| 4. We <i>shall</i> assist you. | 8. Has the dike <i>broke</i> yet? |

9. I *shall* do my very best.
10. Our club was badly *beat*.
11. I *never seen* that before.
12. My mother says I *can* go.
13. He *run* as fast as he could.
14. The work is not yet *began*.
15. What *will* we do with this?
16. How long has it *laid* there?
17. I *should* help you, if I could.
18. I would have *went*, if I could.
19. We *will* be gone several days.
20. I *would* like very much to go.
21. The paper is *laying* on the table.
22. Is the table *standing* in the corner?
23. I wish I had *chose* a different seat.
24. You should not *lay* on the ground.
25. The leaves were *shook* off by the wind.
26. *Set* by me here. *Sit* out a chair for her.
27. We *would* be delighted if you *should* come.

SUMMARY OF INFLECTION.

Words are inflected to show :

1. **Number**—the form of a word which expresses one or more than one.

2. **Person**—the form of a pronoun which denotes the person speaking, the person spoken to, or the person or thing spoken of.

3. **Gender**—the form of a noun or a pronoun which denotes sex.

4. **Case**—the form of a noun or a pronoun which shows its relation to other words.

5. **Comparison**—the form of an adjective or an adverb which shows a greater or less degree of quality or intensity.

6. **Mode**—the manner in which a verb expresses being, action, or state.

7. **Tense**—the form of a verb which denotes the time, or the degree of completeness, of being, action, or state.

8. **Voice**—the form of a transitive verb which shows whether the subject acts or is acted upon.

Nouns are inflected to show.....	{	Number.
		Gender.
		Case.
Pronouns are inflected to show...	{	Number.
		Gender.
		Person.
		Case.
Adjectives }	are inflected to show {	
Adverbs }		
		Comparison.
Verbs are inflected to show.....	{	Number.
		Person.
		Mode.
		Tense.
		Voice.



SAVED.

FROM PAINTING BY LANDSEER.

SAVED.

1. Study this picture carefully.
2. Describe the scene.
3. What kind of a dog is pictured?
4. What birds are flying above?
5. Notice the difference in the sky in this picture from that in the picture by Corot, *The Dance of the Nymphs*.
6. Tell the story as if you had witnessed the rescue.
7. Relate anecdotes of brave deeds.

WISHING.

Do you wish the world were better?
 Let me tell you what to do—
 Set a watch upon your actions,
 Keep them always straight and true.
 Rid your mind of selfish motives,
 Let your thoughts be clean and high;
 You can make a little Eden
 Of the sphere you occupy.

Do you wish the world were wiser?
 Well, suppose you make a start
 By accumulating wisdom
 In the scrap-book of your heart.
 Do not waste one page on folly;
 Live to learn and learn to live;
 If you want to give men knowledge,
 You must get it ere you give.

Do you wish the world were happy?
 Then remember, day by day,
 Just to scatter seeds of kindness
 As you pass along the way;
 For the pleasures of the many
 May be oftentimes traced to one,
 As the hand that plants an acorn
 Shelters armies from the sun.

Note to Teacher:

Ella Wheeler Wilcox.

Study this poem for mood of verbs.

TWO PAINTERS.

There was once a man who thought he was a great painter. One day he wished to paint his hall very beautifully. He spoke to another painter about it. "First," said he, "I shall whitewash it as nicely as possible, and then paint it." His friend, who was a great artist as well as a wit, answered mischievously: "Allow me to give you a word of advice; you had better paint it first, and then whitewash it."

A GOOD BARGAIN.

Two men made a journey one day in summer. It was a very hot day, and, as they were very tired, they bought a horse together. The question now was, who shall ride the horse? One then said to the other: "When I ride, you shall walk, and when you walk, I will ride;" and the other was perfectly satisfied with the bargain!

KINDNESS BRINGS HAPPINESS.

John and Harry, while on their way to school, saw an old lady with a basket of apples, which she was carrying to market. Harry proposed throwing the basket over when the woman set it down to rest, for it would be such fun to see her run after the apples.

John's eyes flashed. "No, let us rather ask to carry the basket for her," said he. The woman was very thankful when they offered to carry her basket, and as she walked behind them it was hard to tell which of the three was the happiest.

CHAPTER V.

VERBALS: PARTICIPLES — INFINITIVES.

1. The boy *speaks* distinctly.
2. The man *speaking* is earnest.
3. A word *spoken* cannot be recalled.
4. *To speak* is not always wise.

What is the verb in the first sentence? Can you find in each of the other sentences a word formed from the same verb? Do *speaking*, *spoken*, *to speak*, denote action? Could they be used alone to *assert* anything.

Words like *speaking*, *spoken*, *to speak*, which denote action without asserting it, are called **verbals**.

Verbals may be formed from almost every verb in the language. Thus :

give	<i>giving</i>	<i>given</i>	<i>to give</i>
think	<i>thinking</i>	<i>thought</i>	<i>to think</i>
laugh	<i>laughing</i>	<i>laughed</i>	<i>to laugh</i>

PARTICIPLES.

I saw a boy *running*.

The bird *singing* is a thrush.

The man *injured* cannot live.

Name the verbals used above. Does *running* describe *boy*? Does *singing* describe *bird*? Does *injured* describe *man*? Since the words *running*, *singing*, and *injured* express action and also modify the meaning of nouns, they share the nature of what two parts of speech?

Verbals which share, or *participate* in, the nature of verbs and of adjectives, are called **participles**.

A **Participle** is the form of a verb which shares the nature of a verb and of an adjective.

Simple participles are of two kinds :

1. **Present** or **imperfect**, ending in *ing* ; as, *loving*, *seeing*, *walking*, *sleeping*.

2. **Past** or **perfect**, ending usually in *d*, *n*, or *t* ; as, *loved*, *seen*, *walked*, *slept*.

Compound participles are formed by combining simple participles with the auxiliaries *being*, *having*, *having been* ; as,

being loved

having been loved

having loved

having been loving

A participle, on account of its verb nature, may take :

1. An adverbial modifier ; as,

The oarsman *pulling* steadily will win.

Having worked rapidly, he has finished.

The tree, firmly *rooted*, stands the storm.

2. An object ; as,

The boy *driving* the horse is careful.

Having been plowing corn, he is tired.

The thief, *having stolen* the money, escaped.

3. A complement ; as,

He, *being* a stranger, was not admitted.

John, *having been* ill, is not able to go.

Having become president, he did his duty.

A participle may be used :

1. As a verbal adjective ; as,

The boat *leaving* goes north.

The soldier *wounded* will die.

2. As a verbal noun ; as,

Walking is good exercise.

The boys enjoy *skating*.

3. As an adverbial modifier ; as,
He came *crying*.
They stood *amazed*.
4. As a pure adjective ; as,
The *running* brook is clear.
She has a *cultivated* voice.
He is kind and *forgiving*.
5. As a pure noun ; as,
The *singing* of birds delights us.
We heard the *roaring* of the waves.

INFINITIVES.

To row is tiresome.
He hopes *to improve*.
Our desire is *to learn*.

Name the verbals used above. Which one is used as the subject of a verb ? Which as object of a verb ? Which as complement of a copulative verb ? Do *to row*, *to improve*, *to learn*, name actions ? They do the work, then, of what part of speech ?

Verbals used to name actions, forming verbal nouns, are called infinitives.

An Infinitive is the form of a verb having the properties of a verb and of a noun.

The simple infinitive is the root of the verb before which *to* is generally used ; other infinitives are compound. In regard to time, infinitives are :

1. Present ; as, *to live, to see, to hope.*

2. Present-perfect ; as, *to have lived, to have seen, to have hoped.*

An infinitive, on account of its verb nature, may take :

1. An adverbial modifier ; as,

To act honorably is a duty.

He tries *to decide impartially.*

2. An object ; as,

To help others is a pleasure.

We are commanded *to love* our enemies.

3. A complement ; as,

To be cheerful is sometimes difficult.

The boy seems *to have been studious.*

His one desire is *to become* a soldier.

An infinitive may be used :

1. As a verbal noun ; as,

To walk is healthful.

All boys like *to play.*

2. As an adjective modifier ; as,

There is a time *to play*.

His ability *to manage* is excellent.

3. As an adverbial modifier ; as,

We came *to learn*.

I am afraid *to go*.

It is too late *to return*.

After the verbs *bid, dare, let, hear, feel, make, need, see*, and some others, the *to* is usually omitted before the infinitive ; as,

I dare not *go*.

Bid him *come*.

We saw them *start*.

You need not *stay*.

A modifier should not be used between *to* and the infinitive ; as,

I meant *never* to do [not to *never* do] that again.

You ought *at least* to be [not to *at least* be] grateful for it.

Visitors are requested *not* to handle [not to *not* handle] the articles.

And should not be used instead of *to* before an infinitive ; as,

I must try *to go* [not try *and go*].

Come *to see me* [not come *and see me*].

The present-perfect infinitive should not be used where the present infinitive expresses the meaning; as,

I intended *to write* [not *to have written*].

I hoped *to be* [not *to have been*] able to go.

I expected *to call* [not *to have called*] sooner.

EXERCISE.

I. — Name the participles and the infinitives in the following sentences, and tell how each is used in the sentence; tell which have objects, which complements, and which adverbial modifiers:

1. Seeing is believing.
2. To despair is to fail.
3. Avoid reading hurriedly.
4. I do not dare go again.
5. She has lessons to learn.
6. The dog ran away howling.
7. We visited a ruined castle.
8. He likes to read good books.
9. A sower went forth to sow.
10. His ambition is to be elected.
11. Telling lies hardens the heart.
12. He is too gentle to hurt a fly.
13. Be swift to hear, slow to speak.
14. The daring are the successful.
15. Running water does not stagnate.

16. To speak correctly is difficult.
17. To save time is to lengthen life.
18. The woman seems to have fainted.
19. He, being weary, lay down to rest.
20. There is pleasure in helping others.
21. The horse driven yesterday is tired.
22. Having been duly warned, they escaped.
23. The boat, heavily loaded, left the wharf.
24. The instinct to hoard money is not noble.
25. They live in a house overlooking the river.
26. The branches of the elm are long and drooping.
27. The child, being much disappointed, began to cry.
28. As soon as young birds are strong enough to fly, they must learn to use their wings.

II.—Form the present and past participle and the present and present-perfect infinitive of each of the following verbs :

sail	knit	tell	fall
wind	bend	drink	freeze
whip	dance	swing	satisfy
regret	shrink	strive	scream
forgive	destroy	borrow	forsake

III.—Write sentences, using infinitives (1) as subject, (2) as object of a verb, (3) as complement of a verb, (4) as an adjective, (5) as an adverb.

IV.—Write three sentences, using a participle (1) as a verbal adjective, (2) as a verbal noun, (3) as an adverbial modifier.

THE PEBBLE AND THE ACORN.

"I am a pebble! and yield to none!"
Were the swelling words of a tiny stone.
"Nor time nor ages can alter me;
I am abiding while ages flee.
The pelting hail and the driveling rain
Have tried to soften me, long, in vain;
And the tender dew has sought to melt
Or touch my heart; but it was not felt.

"There's none that can tell about my birth,
For I'm as old as the big, round earth.
The children of men arise, and pass
Out of the world like blades of grass;
And many a foot on me has trod,
That's gone from sight, and under the sod!
I am a Pebble! but who art thou,
Rattling along from the restless bough?"

The Acorn was shocked at this rude salute,
And lay, for a moment, abashed and mute;
She never before had been so near
This gravelly ball, the mundane sphere;
And she felt, for a time, at a loss to know
How to answer a thing so coarse and low.

But to give reproof of a nobler sort
Than the angry look, or keen retort,
At length, she said, in a gentle tone:
"Since it has happened that I am thrown
From the lighter element, where I grew,
Down to another, so hard and new,
And beside a personage so august,
Abased, I will cover my head in dust,
And quickly retire from the sight of one
Whom time, nor season, nor storm, nor sun,
Nor the gentle dew, nor the grinding heel,
Has ever subdued, or made to feel!"
And soon, in the earth, she sank away,
From the comfortless spot where the Pebble lay.

But it was not long ere the soil was broke
By the peering head of an infant oak:
And, as it arose, and its branches spread,
The Pebble looked up, and wondering said:
“A modest Acorn! never to tell
What was enclosed in its simple shell!
That the pride of the forest was folded up
In the narrow space of its little cup!
And meekly to sink in the darksome earth,
Which proves that nothing could hide its worth.

“And Oh! how many will tread on me,
To come and admire the beautiful tree,
Whose head is towering toward the sky,
Above such a worthless thing as I!
Useless and vain, a cumberer here,
I have been idling from year to year;
But never, from this, shall a vaunting word
From the humble Pebble again be heard,
Till something, without me or within,
Shall show the purpose for which I have been.”
The Pebble its vow could not forget,
And it lies there wrapped in silence yet.

1. Study the poem and read as a whole.
2. Paraphrase it.
3. What is a fable?
4. The Pebble and the Acorn are personified. What is personification?
5. Personify the geranium and the oak tree and write a conversation between them.

Note to Teacher:

Also study this poem for the application of work on adjectives, participles and infinitives.

CHAPTER VI.

PHRASES — CLAUSES.

PHRASES.

1. He walks *rapidly*.
2. He walks *with rapidity*.
3. A *wise* man spoke.
4. A man *of wisdom* spoke.
5. We enjoy *rowing*.
6. We enjoy *rowing on the river*.
7. *To love* is natural.
8. *To love the good* ennobles.

What expression in 2 does the same work as the adverb *rapidly*, in 1? What expression in 4 does the same work as the adjective *wise*, in 3? What expressions in 6 and 8 do the same work as the verbal nouns *rowing* and *to love*, in 5 and 7?

An expression consisting of a group of words without subject and predicate, and used as a single part of speech, is called a phrase.

A **Phrase** is a group of words, not containing subject and predicate, and doing the work of a noun, an adjective, or an adverb.

A phrase which does the work of a noun is called a substantive phrase.

A substantive phrase may be used :

1. As the subject of a verb ; as,

To overcome a difficulty strengthens us.

Writing a good letter secured him the place.

2. As the object of a verb ; as,

He desires *to improve the time*.

He confesses *having taken the money*.

3. As the complement of a verb ; as,

The greatest victory is *conquering self*.

My purpose is *to finish the work*.

4. As the object of a preposition ; as,

We were about *to start homeward*.

You can succeed by *making an effort*.

A phrase which does the work of an adjective is an adjective phrase; as,

A desire *to help others* is noble.

The flowers *of spring* have returned.

I have a knife *with a broken handle*.

A ship *riding the waves* is a beautiful sight.

Then appeared the Czar, *guarded by soldiers*.

A phrase which does the work of an adverb is an adverbial phrase; as,

We drove *over the bridge*.

The birds return *in the spring*.

Crowds came *to witness the sight*.

Phrases are distinguished with regard to form as *prepositional*, *participial*, and *infinitive*.

A prepositional phrase is one introduced by a preposition ; a participial phrase is one introduced by a participle ; an infinitive phrase is one introduced by *to* followed by a verb.

NOTE.—A verb with its auxiliaries is often called a *verb-phrase*. [See page 112.]

CLAUSES.

A man *who is wise* is respected.

All believe *that the man is honest*.

The birds leave *when summer is gone*.

Does the expression *who is wise* describe *man*? It does the work, then, of what part of speech? Is the expression *that the man is honest* the object of the verb *believe*? It is used, then, as what part of speech? Does the expression *when summer is gone* modify the meaning of the verb *leave*? It is used, then, as what part of speech?

A group of words containing subject and predicate, and used as a single part of speech, is called a clause.

A Clause is a group of words, containing subject and predicate, and doing the work of a noun, an adjective, or an adverb.

A clause which does the work of a noun is called a substantive clause.

A substantive clause may be used :

1. As the subject of a verb ; as,

Why he is going is not known.

What he says makes no difference.

That work is beneficial needs no proof.

Whoever finishes first may be excused.

2. As the object of a verb ; as,

Tell us *how you did it*.

We will do *whatever you wish*.

Columbus believed *that the earth is round*.

3. As the complement of a verb ; as,

Life is *what you make it*.

The question was *who would go*.

Pilate's words were, "*What is truth?*"

4. As the object of a preposition ; as,

You are judged by *what you do*.

We must move from *where we are*.

Persevere in *whatever you undertake*.

A clause which does the work of an adjective is an adjective clause ; as,

A pupil *who studies* will learn.

I have a book *which you should read*.

Youth is the time *when habits are formed*.

Uneasy lies the head *that wears a crown*.

The place *where the hero fell* is marked by a stone.

A clause which does the work of an adverb is an adverbial clause ; as,

He died *where he fell*.

He acted *as a man should act*.

Make hay *while the sun shines*.

He went home *because he was ill*.

If you persevere, you will succeed.

The work is harder *than he can do*.

NOTE.—A substantive clause may be introduced by a subordinate conjunction, a relative pronoun, or a conjunctive adverb ; an adjective clause may be introduced by a relative pronoun or an adverb used relatively ; an adverbial clause may be introduced by a subordinate conjunction or a conjunctive adverb.

Two expressions which have the same meaning are *equivalent* ; as,

a *wealthy* man = a man *of wealth* = a man *who is wealthy*.

Sometimes a word may be changed :

1. To an equivalent phrase ; as,

a *Boston* man = a man *from Boston*

works *earnestly* = works *with earnestness*

a *hot-house* flower = a flower *grown in a hot-house*

2. To an equivalent clause ; as,

a man *who lives in Boston*

works *as if he were in earnest*

a flower *which grew in a hot-house*

Sometimes a phrase may be changed :

1. To an equivalent word ; as,

came *behind time* = came *late*

breezes *from the ocean* = ocean breezes

answered *without delay* = answered *promptly*

2. To an equivalent clause ; as,

a man *without a home* = a man *who has no home*

news *to tell you* = news *which I wish to tell you*

wire *made of brass* = wire *which is made of brass*

Sometimes a clause may be changed :

1. To an equivalent word ; as,

a candidate *who was defeated* = a *defeated* candidate
a box *that was made by the Japanese* = a *Japanese* box
delays *which can not be avoided* = *unavoidable* delays

2. To an equivalent phrase ; as,

the man *who lives there* = the man *living there*
came *that we might see you* = came *to see you*
the house *which is on the hill* = the house *on the hill*

EXERCISE.

I. — Name the phrases in the following sentences ; tell which are substantive, which adjective, and which adverbial ; also tell of what form each is :

1. He is working for the prize.
2. Revenge dwells in little minds.
3. Crowds came to view the ruins.
4. My desire is to see Niagara Falls.
5. To become a scholar requires study.
6. Is this a time to be cloudy and sad?
7. The moon shines with borrowed light.
8. The view from the hilltop is beautiful.
9. The paths of glory lead but to the grave.
10. In ancient times, France was called Gaul.
11. Returning good for evil is a Christian trait.

12. A basket holding apples stood on the table.
13. They are building a home for the friendless.
14. I could not avoid expressing my disapproval.
15. The philanthropist wishes to relieve suffering.
16. Her favorite pastime was playing on the violin.
17. He wrecked the train by leaving the switch open.
18. The ship, abandoned by its crew, lay tossing wildly.

II.—Name the clauses, and tell which are substantive, which adjective, which adverbial:

1. I will come when you call.
2. While life lasts, there is hope.
3. He laughs best who laughs last.
4. What is done cannot be undone.
5. He did what was requested of him.
6. Sweet is the hour when daylight dies.
7. I will have finished before you return.
8. If you want friends, you must be friendly.
9. They sleep the sleep that knows no waking.
10. Much depends upon who undertakes the work.
11. The pupil explained why the divisor is inverted.
12. I judge from what he reads that he is a scholar.
13. The place where the pilgrims landed is Plymouth.
14. I have not heard from Fannie since she went away.
15. The fact is that we make much of our own trouble.
16. Nerves are white cords which run through all parts of the body.
17. Some animals which are now extinct were larger than elephants [are].

III.—Change the italicized words to equivalent phrases :

flew <i>skyward</i>	a <i>golden</i> chain
was seen <i>there</i>	finished it <i>easily</i>
<i>cultured</i> people	<i>southerly</i> breezes
wrote <i>carelessly</i>	<i>hand-made</i> shoes
the <i>ocean's</i> roar	an <i>orphan</i> asylum
<i>beardless</i> youths	was <i>extremely</i> cruel
a <i>public</i> highway	a <i>temperance</i> lecture
an <i>influential</i> man	the <i>Saint Louis</i> mail

IV.—Change the italicized phrases to equivalent words :

suits <i>for boys</i>	a work <i>of value</i>
fish <i>without eyes</i>	went <i>toward home</i>
a man <i>of courage</i>	speaks <i>with fluency</i>
<i>cars for passengers</i>	treats all <i>with respect</i>
found <i>in this place</i>	diamonds <i>from Brazil</i>
stories <i>about fairies</i>	a hat <i>belonging to Tom</i>
a cottage <i>by the sea</i>	the house <i>of Mr. Smith</i>
a spoon <i>made of wood</i>	ran <i>without taking heed</i>

V.—Change the italicized words and phrases to equivalent clauses :

1. An *aimless* life is useless.
2. I came down *to attend the lecture*.
3. People *of intelligence* like to read.
4. A man *without friends* is to be pitied.

5. We started on our journey *before sunrise*.
6. A *New York* merchant bought the picture.
7. The *burning* building makes a bright light.
8. Please hand me the book *with the blue cover*.
9. *Having finished his address*, he took his seat.
10. The man *killed by the train* was a switchman.
11. People *living in the flooded districts* had to leave.

VI.—Change the italicized clauses to equivalent words or phrases :

1. He looks *as if he were happy*.
2. I desire *that I may please you*.
3. It is a building *that will not burn*.
4. He bore the pain *as a hero would*.
5. A stone *that rolls* gathers no moss.
6. She has a doll *which has flaxen hair*.
7. I found a nest *which had nothing in it*.
8. They did not return *until the sun had set*.
9. Oranges *which grow in Florida* are the best.
10. That is a boat *which has a wheel on the side*.
11. I received a note *which was written in German*.

VII. — Write three sentences, each containing a substantive phrase ; three, each containing an adjective phrase ; three, each containing an adverbial phrase.

VIII. — Write three sentences, each containing a substantive clause ; three, each containing an adjective clause ; three, each containing an adverbial clause.

BY MARY HOWITT.

I.

“Will you walk into my parlor?” said the Spider to the Fly;
“’Tis the prettiest little parlor that ever you did spy.
The way into my parlor is up a winding stair,
And I have many curious things to show when you are there.”
“Oh no, no,” said the little Fly; “to ask me is in vain,
For who goes up your winding stair can ne’er come down again.”

II.

“I’m sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?” said the Spider to the Fly.
“There are pretty curtains drawn around; the sheets are fine and
thin,
And if you like to rest awhile, I’ll snugly tuck you in!”
“Oh no, no,” said the little Fly, “for I’ve often heard it said,
They never, never wake again who sleep upon your bed!”

III.

Said the cunning Spider to the Fly: “Dear friend, what can I do
To prove the warm affection I’ve always felt for you?
I have within my pantry good store of all that’s nice;
I’m sure you’re very welcome—will you please take a slice?”
“Oh no, no,” said the little Fly; “kind sir, that cannot be:
I’ve heard what’s in your pantry, and I do not wish to see!”

IV.

“Sweet creature!” said the Spider, “you’re witty and you’re wise;
How handsome are your gauzy wings! how brilliant are your
eyes!
I have a little looking-glass upon my parlor shelf;
If you’ll step in one moment, dear, you shall behold yourself.”
“I thank you, gentle sir,” she said, “for what you’re pleased to
say,
And, bidding you good morning now, I’ll call another day.”

V.

The Spider turned him round about, and went into his den,
 For well he knew the silly Fly would soon come back again:
 So he wove a subtle web in a little corner sly,
 And set his table ready to dine upon the Fly;
 Then came out to his door again, and merrily did sing:
 "Come hither, hither, pretty Fly, with the pearl and silver wing;
 Your robes are green and purple; there's a crest upon your head;
 Your eyes are like the diamond bright, but mine are dull as
 lead!"

VI.

Alas, alas! how very soon this silly little Fly,
 Hearing his wily, flattering words, came slowly flitting by;
 With buzzing wings she hung aloft, then near and nearer drew,
 Thinking only of her brilliant eyes and green and purple hue,
 Thinking only of her crested head. Poor, foolish thing! at last
 Up jumped the cunning Spider, and fiercely held her fast.

VII.

He dragged her up this winding stair, into his dismal den,
 Within his little parlor—but she ne'er came out again!
 And now, dear little children, who may this story read,
 To idle, silly, flattering words, I pray you, ne'er give heed;
 Unto an evil counselor close heart and ear and eye,
 And take a lesson from this tale of the Spider and the Fly.

THE SPIDER AND THE FLY.

1. Select the clauses.
 Give the use of the various clauses.
2. Note throughout the poem the nominative case
 by address. Compare the adjectives. Note their attrib-
 utive use. Select the various adverbs and state uses.
3. Select the eight parts of speech.
 Select the different noun uses.
 Select the participles and infinitives.
 State the word each participle describes.

ANECDOTE.

THE BRAVE SOLDIER.

When the French were storming Ratisbon, the great general, Napoleon, stood at a distance watching the movement of the troops.

Soon he saw riding rapidly toward him a young soldier. When he had reached the emperor, the youth dismounted.

"Sire," he cried, "your soldiers have won! We have taken Ratisbon for you! The eagle is on the walls,—and I placed it there!"

The eyes of the general flashed and hope sprang high in his soul. He dreamed of future victories and of the success of his armies. But soon he thought of the lad who had brought the glorious news and his look softened. He turned to the brave, young soldier who had been clinging to his horse and was faint with an awful wound in his breast.

In pity the great emperor said: "Why, my lad, you are wounded!" "Nay, sire," proudly replied the gallant youth, "I am killed!" and fell dead at the feet of his general.

Robert Browning, the great English poet, has written a beautiful poem about this valiant deed and called it "An Incident of the French Camp."

A wise man went to see a king and said he knew the secret of happiness. For a large sum he told the secret. It is: "Do a kindness to some one every day." The king tried to follow the advice, and was soon a happy and contented man.

PICTURE LESSON.

“CAN’T YOU TALK?”

I.

ORAL EXERCISE.

Look at the picture carefully and be ready to answer the following questions:—What is the name of this picture? Why so named? Can you think of a better name? Where is the child? What is he doing? Is he talking, or does he look as if he would like to speak to the dog? How old do you think this baby is? Can he walk? Do children talk before they are able to walk? How is the baby dressed? How did it come here on the stone steps? Is it summer or winter? Is it morning or evening? Does the child seem to be afraid of the dog? What kind of a dog is this? What dogs are noted for their kindness and devotion to their charges? Are dogs always kind to very little children? Why are they so often selected as pets for children? Are they apt to be friendly with cats? Where is the cat? Why does it not follow the child out of doors? Does the picture tell or suggest a story? If so, tell it.

II.

WRITTEN EXERCISES.

Write the story you read in this picture. Tell what happened when the baby awoke that morning. Also how he got out of doors and enjoyed his visit to the dog. Tell what the child, the dog and the cat said, or would have said if they could. Remember the quotation marks. What do you think the mother said when she found her baby?



CAN'T YOU TALK?

III.

CORRECTED WORK

Look your paper over carefully. Does every sentence begin with a capital letter? How is each sentence ended? Have you used quotation marks with borrowed words or sentences?

Read your story silently. Have you described the picture or told a story? Does the word *and* occur more than once in any sentence? How can you improve the long sentences? How can you shorten them? Rewrite and try to shorten them.

Read the story aloud. Can you give the thought in each long sentence in other words? Which is the better way? Why?

AMONG THE NOBLEST.

“Yes, well your story pleads the cause
Of those dumb mouths that have no speech,
Only a cry from each to each
In its own kind, with its own laws;
Something that is beyond the reach
Of human power to learn or teach.”

Thus spake the poet, with a sigh;
Then added, with impassioned cry,
As one who feels the words he speaks,
The color flushing in his cheeks,
The fervor burning in his eye;
“Among the noblest in the land,
Though he may count himself the least,
That man I honor and revere
Who, without favor, without fear,
In the great city dares to stand
The friend of every friendless beast.”

CHAPTER VII.

THE SENTENCE — ELEMENTS.

Good pupils | are always studious.

Many birds | build very ingenious nests.

Smoke from the factories | rises over the city.

The waves which now ripple | roll high when it storms.

What two parts has every sentence? [See page 12.] Read, in each sentence above, only the words necessary to make a complete thought. What, then, is the principal word in each subject? What is the principal word, or words, in each predicate? What words, phrases, or clauses are used as modifiers?

The parts of which a sentence is composed are its elements.

The entire subject of a sentence is the logical subject; the entire predicate is the logical predicate.

The principal word in the logical subject is the grammatical subject; the principal word, or words, in the logical predicate is the grammatical predicate.

The grammatical subject and the grammatical predicate of a sentence are its principal elements.

The parts of a sentence which modify the principal elements are its subordinate elements.

The grammatical subject may be a word, a phrase, or a clause ; as,

<i>Man</i> is mortal.	<i>To do right</i> is a duty.
<i>They</i> went away.	<i>Studying hard</i> benefits us.
The <i>good</i> are great.	<i>That she came</i> is certain.

The grammatical predicate is the verb (or verb phrase), alone, or with its complement or object ; as,

Time <i>flies</i> .	Riches <i>take wings</i> .
You <i>must study</i> .	Fruit <i>is wholesome</i> .
He <i>should have gone</i> .	Fixed stars <i>are suns</i> .

The noun complement of a copulative verb may be a word, a phrase, or a clause ; as,

That is <i>John</i> .	Her desire was <i>to go soon</i> .
He was made <i>leader</i> .	My idea is <i>that he has gone</i> .

The object of a verb may be a word, a phrase, or a clause ; as,

Miners dig <i>ore</i> .	I finished <i>reading the book</i> .
We shall see <i>her</i> .	I feared <i>that he would fail</i> .

NOTE.—The subject and the object of a verb, the noun complement of a copulative verb, and the object of a preposition, a participle, or an infinitive, are always substantive elements, or *noun-terms*.

The grammatical subject may be modified by a word, a phrase, or a clause ; as,

Ten men were sent.

Kind words are remembered.

A desire *to help others* is noble.

The way *of the transgressor* is hard.

The man *steering the boat* is the pilot.

The officer *who was killed* was brave.

The object of a verb, the noun complement, or any noun in the sentence, may be modified in the same manner as the subject.

NOTE.—Words, phrases, and clauses used to modify nouns are adjective elements, or *adjective-terms*.

The verb may be modified by a word, a phrase, or a clause ; as,

He is *often* late. He is working *to win the prize*.

She sings *sweetly*. I will tell her *when I see her*.

We went *up the hill*. *After frost comes*, the nuts fall.

They live *in the city*. We shouted *till the woods rang*.

NOTE.— Words, phrases, and clauses used to modify verbs, adjectives, or adverbs, are adverbial elements, or *adverb-terms*.

An element that is not modified is called a simple element; as,

Good men are respected.

Days of *childhood* are bright.

Men *who are good* are respected.

An element that is modified by another element is called a complex element; as,

Remarkably pleasant weather favored us.

Children enjoy building houses *with blocks*.

We spent the day in *a quiet grove near the city*.

It is easy to find reasons *why she should stay*.

Those who come *in summer, when everything is green*, like the place.

As we have seen [page 33], two or more elements used in the same relation in the sentence may be joined by a conjunction, thus forming a compound element; as,

Tides *ebb and flow*.

I prefer *roses, violets, or lilies-of-the-valley*.

This *worthy but unfortunate* man needs aid.

They went *down the valley and up the hill*.

Will you not tell me *where you are going and when you will return*?

Names of persons and things addressed, exclamatory words and phrases, and words and phrases merely introductory, since they are not grammatically related to other parts of the sentences in which they are used, are **independent elements** ; as,

John, have you a knife ?

Well, what are you going to do ?

I think, *my friend*, you are wrong.

Alas ! Poor child, he is left alone.

By the way, I saw your friend to-day.

The natural order of the elements is :

1.—**Subject**, preceded by word modifiers and followed by phrase and clause modifiers. 2.—**Predicate**—the verb followed by its modifiers, complement, or object. Elements, however, are often changed from their natural order ; as,

Down it came.

What is the news ?

A mighty king was he.

There comes my friend.

Blessed are the pure in heart.

How unsearchable are Thy ways !

It is sad to be forgotten.

NOTE.—The real subject of the last sentence above is *to be forgotten*. It is merely introductory.

Modifiers must be so placed as to show exactly what they are intended to modify. They should generally be placed as near as possible to the words with which they are connected. Thus :

A basket of *fresh* eggs [not a *fresh* basket].

I have *only* five minutes to wait [not *only* have].

I see *clearly* how it happened [not how it happened *clearly*.]

He reads *with interest* the book you gave him [not the book you gave him *with interest*].

The man *who is diligent* is most likely to succeed [not is most likely to succeed *who is diligent*].

SUMMARY.

Elements are classified with reference to :

- | | | | | |
|----|-------|---|--------------|--|
| 1. | Rank. | { | Principal. | |
| | | { | Subordinate. | |
| | | { | Independent. | |
-
- | | | | | | |
|----|------------|---|-----------|---|-----------|
| 2. | Structure. | { | A word. | { | Simple. |
| | | { | A phrase. | { | Complex. |
| | | { | A clause. | { | Compound. |
-
- | | | | |
|----|------|---|------------------|
| 3. | Use. | { | Noun-terms. |
| | | { | Adjective-terms. |
| | | { | Verb-terms. |
| | | { | Adverb-terms. |

EXERCISE.

I.—Analyze each of the following sentences by doing the work indicated : (1).—Name the logical subject and the logical predicate. (2).—Name the principal elements. (3).—Name the subordinate elements, and tell what each modifies. (4).—Tell whether each element is a word, a phrase, or a clause, and what work it does in the sentence :

1. I think that he will come.
2. The little bee works busily.
3. She dislikes to ask a favor.
4. God created heaven and earth.
5. That news is too good to be true.
6. No one can tell what influence is.
7. He was a sadder but a wiser man.
8. The probability is that it will rain.
9. A small leak may sink a great ship.
10. That the earth moves was once denied.
11. Those who sow in youth reap in old age.
12. A desire to improve is to be commended.
13. The person who does no good, does harm.
14. The laws of nature are the thoughts of God.
15. Making money absorbs the time of many men.
16. The gentlemanly boy answered very courteously.
17. Vicious people generally corrupt their associates.
18. What we do, not what we think, makes saints of us.
19. Sponges are the skeletons of small marine animals.

20. The drowsy cattle lie under the oaks by the brook.
21. To help the poor is a duty which none should shirk.
22. Thought and language act and react on each other.
23. The moonlight, falling on the river, make a beautiful silvery track.
24. The stories that we read should instruct us while they amuse us.
25. Sparkling water from a cool spring refreshed the thirsty travelers when they stopped to rest.

II. — Change each of these sentences to the natural order, and analyze as in I :

1. Away flew the bird.
2. What man dares, I dare.
3. A lovelier scene I never saw.
4. How mournfully coos the dove !
5. Can success come without effort?
6. It is thought that he was killed.
7. Slowly and sadly we laid him down.
8. What a beautiful flower the rose is !
9. It is your duty to obey your parents.
10. Uneasy lies the head that wears a crown.
11. What shall be the reward of the faithful?
12. Having lost his position, he returned home.
13. Where the heart is there will the treasure be.
14. He is a good man, whom fortune makes better.
15. Gone are the birds that were our summer guests.
16. The rose's glowing breast the honey-bee now seeks.
17. Across the unknown sea steered the brave Genoese.

III. — Name the independent elements in the following sentences :

1. Father, who makes it snow?
2. There is no place like home.
3. Now, Barrabas was a robber.
4. To be honest, I do not like him.
5. I do not know, sir, where he has gone.
6. The fault, dear Brutus, is not in our stars.
7. Ah, then there was mounting in hot haste.
8. Alas! Poor Yorick! I knew him, Horatio.
9. Roll on, thou deep and dark blue ocean, roll!
10. Sweet Auburn! Loveliest village of the plain.

IV. — Improve each of the following sentences by changing the position of the part italicized :

1. All books are *not* instructive.
2. The woman *only* has one child.
3. I meant to *never* do that again.
4. He needs no spectacles, *that cannot see*.
5. The boat *only* goes down in the morning.
6. She received a *beautiful* pair of ear-rings.
7. In the riot, many were injured *on both sides*.
8. He *almost* seemed as if he were ready to cry.
9. I should like to have you visit me *very much*.
10. He took a book from the library *that he wanted*.
11. We came very near being killed *more than once*.
12. Ants are very industrious insects *as well as bees*.
13. *Handsome* men's dressing rooms will be fitted up.

14. The birds have almost all gone, *which cheered us in summer.*

15. The weary traveler sank down to rest, *overcome with fatigue.*

16. It has been reported that she was to be married *several times.*

17. I have read the book which you sent me *with much pleasure.*

18. Balboa discovered the Pacific Ocean, *climbing to the top of a hill.*

19. The boat was thought to be lost, *which carried the excursionists.*

20. The Laplander defies the severity of his climate, *wrapped in his deerskins.*

21. We have a school-house large enough to accommodate five hundred pupils, *three stories high.*

V.—Write three sentences, using words as principal elements ; three, using phrases (1) as subject, (2) as complement, (3) as object of a verb ; three, using clauses (1) as subject, (2) as complement, (3) as object of a verb.

VI.—Write three sentences, using words to modify the principal elements ; write four sentences, using phrases to modify (1) the subject, (2) the verb, (3) the complement, (4) the object of a verb ; four, using clauses to modify (1) the subject, (2) the verb, (3) the complement, (4) the object of a verb.

THE BAREFOOT BOY.

Blessings on thee, little man,
Barefoot boy, with cheeks of tan!
With thy turned up pantaloons,
And thy merry whistled tunes:
With thy red lips, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace:
From my heart I give thee joy,—
I was once a barefoot boy!

Oh, for boyhood's painless play,
Sleep that wakes in laughing day,
Health that mocks the doctor's rules,
Knowledge never learned of schools,
Of the wild bee's morning chase,
Of the wild-flower's time and place.
How the tortoise bears his shell,
How the wood-chuck digs his cell,
And the ground-mole sinks his well.
How the oriole's nest is hung,
How the robin feeds her young,
Where the whitest lilies blow,
Where the freshest berries grow,
Where the ground-nut trails its vine,
Where the wood-grape's clusters shine.
Of the black wasp's cunning way,
Mason of his walls of clay.

Cheerily, then, my little man,
Live and laugh, as boyhood can,
Though the flinty slopes be hard,
Stubble-speared the new-mown sward,
Every morn shall lead thee through
Fresh baptisms of the dew;
Every evening from thy feet
Shall the cool wind kiss the heat;
All too soon these feet must hide
In the prison cells of pride,



THE "BAREFOOT BOY."

Lose the freedom of the sod,
Like a colt's for work be shod,
Made to tread the mills of toil,
Up and down in ceaseless moil.
Happy if their track be found
Never on forbidden ground;
Happy if they sink not in
Quick and treacherous sands of sin.
Ah! that thou couldst know the joy,
Ere it passes, barefoot boy!

SUGGESTIONS FOR COMPOSITION WORK.

Describe the barefoot boy,"—his clothing, his face. What did Whittier know about barefoot boys? Tell five things the boy knew. How had he learned them? Where do the freshest berries grow? What will happen to him "all too soon?" What are the "prison cells of pride?" What is Whittier's wish for the boy? What does the use of "thee," "thy," indicate? Select the four lines (or more) you like the best in the poem.

CHAPTER VIII.

THE SENTENCE: SIMPLE—COMPLEX—COMPOUND.

The studious boy improves.

The boy *who studies* improves.

The boy studies and he improves.

Which of these sentences has but one subject and one predicate? Which sentence contains a principal and a subordinate assertion? Name the subject and the predicate of each. Which sentence contains two assertions of equal rank? Name the subject and the predicate of each.

A sentence which contains but one subject and one predicate is a **simple sentence**.

A sentence which contains a principal assertion and one or more subordinate assertions, or clauses, is a **complex sentence**.

A sentence which contains two or more assertions of equal rank is a **compound sentence**.

Only words and phrases can enter as elements into simple sentences.

The clause which makes a sentence complex, as we have seen, does the work of a noun, an adjective, or an adverb.

The sentences joined by co-ordinate conjunctions to form a compound sentence are called **members**; as,

Buy the truth and sell it not.

Virtue elevates the mind, but vice debases it.

Govern your passions or they will govern you.

Time is short, hence it should be improved.

The connective may be omitted between the members; as,

United we stand, divided we fall.

Cease to do evil; learn to do well.

His dark eye flashed, his proud breast heaved,
his cheek's blood went and came.

Words that can be easily supplied are often omitted from clauses or members; as,

You are taller than I [am].

He is poor but [he is] honest.

I did not know [that] you were here.

While [he was] walking, he met a friend.

Some went on the train, some [went] by water.

NOTE.—Treat the members of compound sentences as separate sentences.

EXERCISE.

I.—Tell what kind of sentence each of the following is, and analyze it as in exercise I, page 149 :

1. Wisdom is better than rubies.
2. He studies what he likes best.
3. Woes cluster; they love a train.
4. A wise son maketh a glad father.
5. Politeness goes far, yet costs little.
6. Where Homer was born is unknown.
7. A small unkindness is a great offence.
8. The sleep of the laboring man is sweet.
9. The wicked flee when no man pursueth.
10. The belief is that all the planets revolve.
11. We learned that the moon causes the tides.
12. Keep your shop and your shop will keep you.
13. It is a rule of manners to avoid exaggeration.
14. Sweet flowers are slow, but weeds make haste.
15. To deliberate with your conscience is not wise.
16. He leadeth my soul where the still waters flow.
17. He is the free man whom the truth makes free.
18. The merchant who acts honorably obtains credit.
19. The king must win, or he must forfeit his crown.
20. Most politicians advocate whatever seems popular.
21. The soldiers, following their leader, pressed onward.
22. The bride kissed the goblet, the knight took it up.
23. Gaining victory from defeat is the test of strength.
24. Every fact that is learned becomes a key to other facts.

25. They have nothing to do; therefore they are unhappy.

26. Straws swim on the surface; pearls lie at the bottom.

27. Though a liar speak the truth, he will not be believed.

28. The ornaments of a home are the friends that frequent it.

29. Language was given us that we might express our thoughts.

30. The greatest men very frequently have striking peculiarities.

31. The proper business of friendship is to inspire life and courage.

32. We obey the laws of society, because they are the laws of virtue.

33. A successful man controls circumstances, and is not controlled by them.

34. A little mind attends to several things at once, but a great mind gives itself solely to one thing at a time.

35. "I can" climbs to the mountain top,
Or plows the billowy main;
He lifts the hammer in the shop,
And drives the saw and plane.

II.—Write five simple sentences; five complex sentences; five compound sentences.

BY THE RIVER.

1. Study the picture carefully.
2. Compare the foliage in this picture with that in Corot's *Dance of the Nymphs*.
3. What does this comparison suggest as to the season of the year in each picture?
4. Do you like the picture more because of the figures in the foreground?
5. Imagine yourself walking upon the river-path, and write a paper describing the scenes and incidents of your walk.

THE RAVEN.

BY EDGAR ALLAN POE.

I.

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,—
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
“’Tis some visitor,” I muttered, “tapping at my chamber door—
Only this, and nothing more.”

II.

Ah, distinctly I remember, it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow: vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels named Lenore—
Nameless here for evermore.

III.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating,
“’Tis some visitor entreating entrance at my chamber door,—
Some late visitor entreating entrance at my chamber door;
That it is, and nothing more.”



BY THE RIVER.

(195)

IV.

Presently my soul grew stronger; hesitating then no longer,
 "Sir," said I, "or madam, truly your forgiveness I implore;
 But the fact is, I was napping, and so gently you came rapping,
 And so faintly you came tapping, tapping at my chamber door,
 That I scarce was sure I heard you"—here I opened wide the door:
 Darkness there, and nothing more.

THE RAVEN.

1. These four stanzas from the poem, *The Raven*, by Edgar Allan Poe, are to be used for the study of the participle.

- (a) The participle with an adverb modifier;
- (b) With an adverbial phrase modifier;
- (c) With an object.

2. The participle—

- 1. Modifying the subject;
- 2. As object of a preposition;
- 3. As predicate complement;
- 4. As an attribute of the subject.

Note the pure adjective use of "dying" in II.

3. Study this poem, too, for use of attributive, appositive and qualifying adjectives. State the uses of nouns, phrases and clauses.

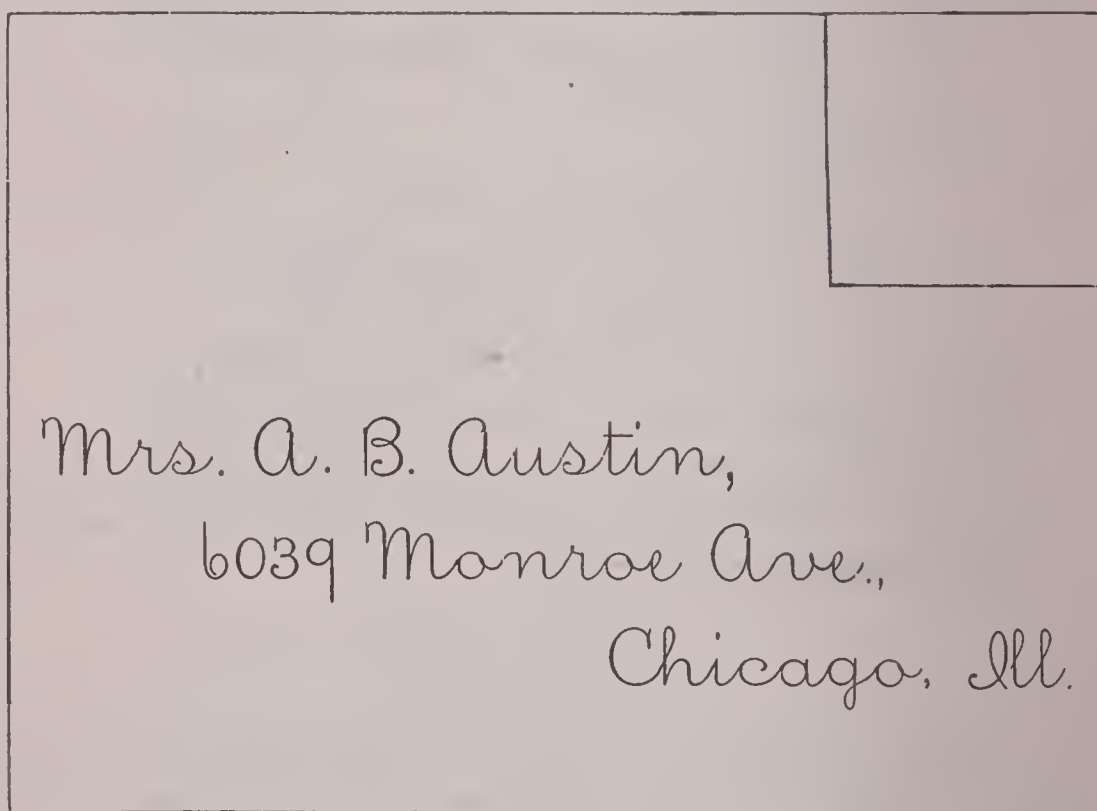
 NOT AT HOME.

Lessing knocked at his door when he came home one evening. His servant, who was in the house, looked out of the window; but, as it was dark, he did not recognize him, and said: "The professor is not at home." Lessing, who had his thoughts elsewhere, replied: "No matter, I will call again some other time," and went away.

LETTER WRITING.

ADDRESSING AN ENVELOPE—STUDY OF THE HEADING AND THE ADDRESS—VARIOUS LETTER FORMS.

Before a letter is mailed, it must be neatly folded and placed in a suitable envelope. It is not considered good taste to crumple or soil a letter in folding it. The envelope should be sealed and then addressed. The stamp should be placed upon the upper right hand corner. Following is a picture of an envelope correctly addressed for the letter on page 91:



When the person to whom the letter is sent lives in a small town or village, or receives mail at a country post-office, the street address is not given. Instead, give the name of the county after the post-office address.

Draw four rectangles, the length being a little more than twice the width. Let these represent four envelopes. Write upon them the correct addresses for the letters on pages 91 and 93, being careful to write the address in the proper place.

THE HEADING.

The Heading consists of the time when and the place where the letter was written. Study carefully the arrangement, capitals and punctuation of the headings on page 88.

For convenience in writing dates, the names of certain months are usually abbreviated. Thus we write *Jan.* for *January*, *Sept.* for *September*. *May*, *June* and *July* should not be abbreviated.

Write and punctuate twelve dates, each containing a different month.

In order that the reply to a letter may the more certainly reach the writer, the place from which the letter is sent should be stated as definitely as possible. Thus, it is not sufficient to say *State St., Chicago, Ill.*, for the reason that State Street is several miles long and a postman cannot well hunt the whole length of it. The number of the house should be given.

If temporarily residing in a place, or the street number is not known, it is well to have your letters sent in care of some well-known firm or institution, of a hotel, or of some post-office box. Thus:—

Miss Mary D. Hyde,
Chicago Normal School,
Englewood, Ills.

CAUTIONS.

Do not omit the name of the state from the heading.

Do not write *d*, *th*, or *st* after the number showing the day of the month.

Do not abbreviate the name of a city, county, institution or hotel.

THE ADDRESS.

The address consists of the name of the person or firm to whom the letter is written; the title, if any; and the residence or place of business. You should exercise the same care in writing the address that was used in writing the heading. [Review the hints given.] Business men complain that many persons are so careless in their correspondence as to cause much trouble and annoyance.

TITLES AND ABBREVIATIONS BEFORE NAMES OF PERSONS:

Mr.,	Messrs.,	Rev.,	Hon.,
Mrs.,	The Mrs.,	Very Rev.,	Col.,
Miss,	Misses,	Dr.,	Gen.,
Master,	Masters,	Prof.,	Capt.,
Madame,	Mesdames,	Judge,	Gov.
The Miss Smiths;		The Masters Arnold.	

TITLES AND ABBREVIATIONS USED AFTER NAMES:

Esq.,	A. B.,	M. D.,	Ph. D.,	D. D.,
Jr.,	A. M.,	D. D. S.,	Ph. M.,	LL. D.,
Mgr.,	S. J.,	D. O.,	M. S.,	LL. M.

NOTE 1.—The teacher should explain the meaning and use of these titles and abbreviations.

NOTE 2.—A lady, in writing to a stranger, should always prefix Mrs. or Miss in signing her name, so that the person receiving the letter may know how to address the reply. Thus,—

Yours very truly,
(Mrs.) Mary C. Young.

ADDRESSES.

1. Write the address for a letter to a physician.
2. Write the address for a letter to the Superintendent of your schools.
3. Write the address for a letter to three married ladies of the same name; of different names.
4. Write the address for a letter to a member of Congress.
5. Write the address for a letter to a graduate from a dental college.

THE BODY OF A LETTER.

The body of a letter should convey the thought of the writer clearly. The style of a letter is determined by its character.

A business letter should be concise, definite, accurate and courteous. It should be written on one side of the paper only; names of articles or figures should be plainly written, and the writer should keep a copy of the letter.

A friendly letter should be written in an easy conversational style, avoiding slang, vulgarity and gossip.

All letters should be respectful—but especially those to superiors and inferiors. They should be carefully written. A slovenly written letter, or one upon soiled paper, or one carelessly folded, is discreditable to the writer and discourteous to the recipient. Errors in arrangement, spelling, capitals and punctuation; looseness of expression, and the omission of important details all mark the writer as careless, if not illiterate.

The body of a letter may begin on the same line with and immediately following the salutation; but it usually begins on the first line below it. It is customary to leave a margin of a quarter or a half-inch on the left of each page. If a letter is of some length, it is usually begun about an inch or an inch and a half from the top of the page; but if the body consists of only a few lines, the letter is begun nearer the center of the page, so as to leave the top and bottom margins about the same.

OTHER BUSINESS AND SOCIAL FORMS.

TELEGRAMS.

Sending telegrams and cablegrams is expensive, as telegraph companies usually charge so much per word, or so much for ten words and so much for each additional word. It is important, therefore, to make each message as brief as clearness will permit.

Copy the following telegram:

Cairo, Ills., June 5, 1900.

Mrs. Jno. L. Stevens,
236 Dearborn Ave.,
Chicago, Ills.

Train wrecked. Am uninjured. Will reach home to-morrow afternoon.

Jno. L. Stevens.

Condense the following telegrams into ten words or less:

1. I have arrived at my destination safe. I will report conditions and prospects by mail.

2. What credit do you instruct me to give Jones & Estes? Telegraph me your reply.

3. Grandma is no better. She is growing worse daily. I think you had better come at once.

Write five telegrams of ten words each.

LETTERS OF INTRODUCTION.

A letter of introduction is one in which a friend or an acquaintance is introduced to another friend or acquaintance. It is intended to be carried by the party introduced. It should not be sealed. It should have upon the lower left hand corner of the envelope the word "Introducing," followed by the name of the person to be introduced.

Copy the following letter of introduction:

Des Moines, Iowa, Feb. 3, 1898.

Judge Thos. B. Reed,

Madison, Wis.

My dear Sir:—

This will be handed you by my friend, Alexander Hobart, of this city. You will find him a bright business man and a genial gentleman.

Any courtesies extended to him will be gratefully remembered by

Yours very truly,

William Mason.

Write three letters introducing friends to other friends.

LETTERS OF RECOMMENDATION.

The usual purpose of a letter of recommendation is to assist some one to secure employment. It should not be sealed.

Copy the following recommendation:

Dayton, O., June 20, 1900.

To whom it may concern:

We take pleasure in stating that the bearer, Floyd Jones, has been in our employ as book-keeper for eight years and that we have found him faithful, competent and honest. We commend him to the favorable consideration of any to whom this may be presented.

Very truly,

Thompson, Brown & Co.

Write a letter of recommendation for Edward Mason, who has been a good boy and a bright scholar, and who is seeking to obtain a position as clerk in the store of Wallace & McCullough. Sign it as his teacher.

Mrs. A. R. Patrick is a housekeeper. Mary Stewart has been in her employ as a domestic for four years. Mrs. Patrick desires to recommend her to the public as competent, neat, careful and honest. Write the recommendation.

FORMAL AND INFORMAL NOTES.

In formal notes of invitation, acceptance, regret, congratulation, etc., the writer refers to himself by name instead of using a pronoun. Such notes should be written upon small note paper and, if possible, confined to the first page. If too long for this, they may be continued upon the third page. In such notes the address and conclusion are omitted. The place and date are written at the left, below the note. The place given is usually the street number or the local name of one's residence; and the date includes the day of the week and the day of the month. When the letters R. S. V. P. are written upon an invitation, they signify that an answer is requested.

Informal notes are simply plain, friendly notes, written in familiar language and using the first person.

Copy the following formal notes:

Mr. and Mrs. J. A. Hilliard request the pleasure of the company of Mr. and Mrs. Thos. R. Nelson at luncheon on Friday, April 10, at twelve noon.

264 Maywood Ave.,

Wednesday, April eighth.

Mr. and Mrs. Thos. R. Nelson accept with pleasure Mr. and Mrs. J. A. Hilliard's invitation for Friday noon.

159 Arch St.,

Thursday, April ninth.

Mr. and Mrs. Thos. R. Nelson regret that, owing to a previous engagement, they are unable to accept Mr. and Mrs. J. A. Hilliard's kind invitation for Friday noon.

159 Arch St..

Thursday, April ninth.

Copy this informal note:

4603 Monroe Ave.

My dear Miss Knapp:—

We are to have several of the young people out tomorrow evening to meet Miss Virginia Morris, of New York; and, incidentally, to take a boat ride upon the lake, followed by a luncheon and games. I should enjoy having you with us. Can't you come? We start for the lake at five o'clock sharp.

Sincerely yours,

June 10, 1900.

Margaret Badger.

GENERAL EXERCISE.

1. Write a letter to Laird & Lee, 253 Wabash Ave., Chicago, Ills., ordering 1 copy "Lee's Guide to Paris," silk cloth, 50c.; 1 copy "Two Chums," \$1.00; 1 copy "The Heart of a Boy," \$1.25; 1 copy "Yellow Beauty," new edition, 50c. Enclose money order for \$3.25 and tell how you wish the books sent.

2. Write an application for a position as clerk in one of the stores of your town.

3. Write an application for a position as farm hand, employment to be by the month and for the entire year.

4. Write a note to a friend inviting her to take tea with you the following Friday.

5. Write three telegrams on different subjects, each to be of ten words.

6. Write a letter to a young friend in another place, describing a picnic you recently enjoyed.

7. Write a note of invitation. Of acceptance. Of regret.

8. Write a letter introducing one friend of yours to another friend.

9. Write a letter thanking a gentleman for a letter of recommendation.

10. Write A. Flanagan Co., 266 Wabash Ave., Chicago, asking for a copy of their Teacher's Catalogue.

APPENDIX.

Conjugation of the Verb Be.

PRINCIPAL PARTS.

Present : am. *Past* : was. *Past Participle* : been.

INDICATIVE MODE.

<i>Present Tense.</i>		<i>Past Tense.</i>		<i>Future Tense.</i>
<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>	<i>Sing. and Plural.</i>
1. am	} are.	1. was	} were.	shall or will be.
2. are		2. were		
3. is		3. was		

<i>Present Perfect.</i>	<i>Past Perfect.</i>	<i>Future Perfect.</i>
<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>
have been	had been	shall or will have been
has been (3d per. sing.).		

POTENTIAL MODE.

Present : may, can, must be. *Past* : might, could, would, should be. *Pres. Perfect* : may, can, must have been. *Past Perfect* : might, could, would, should have been.

SUBJUNCTIVE MODE.

Present : be. *Past* : were.

IMPERATIVE MODE.

Present : be (with subject in second person).

PARTICIPLES.

Present : being. *Past* : been. *Perfect* : having been.

INFINITIVES.

Present : (to) be. *Perfect* : (to) have been.

LIST OF IRREGULAR VERBS.

Those marked with an *R* are also used as regular verbs.

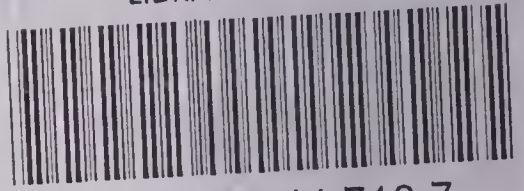
<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Abide	abode	abode	Cleave	{ clove cleft	{ cloven cleft
Arise	arose	arisen	Clothe	clad, <i>R</i>	clad, <i>R</i>
Awake	awoke, <i>R</i>	awaked	Come	came	come
Be or am	was	been	Cost	cost	cost
Bear	bore	born	Creep	crept	crept
Bear	bore	borne	Crow	crew, <i>R</i>	crowed
Beat	beat	beaten	Cut	cut	cut
Begin	began	begun	Dare	durst, <i>R</i>	dared
Bend	bent, <i>R</i>	bent, <i>R</i>	Deal	dealt, <i>R</i>	dealt, <i>R</i>
Bereave	bereft, <i>R</i>	bereft, <i>R</i>	Dig	dug, <i>R</i>	dug, <i>R</i>
Beseech	besought	besought	Dive	dove, <i>R</i>	dived
Bet	bet, <i>R</i>	bet, <i>R</i>	Do	did	done
Bless	blest, <i>R</i>	blest, <i>R</i>	Draw	drew	drawn
Bid	{ bid, bade	bidden	Dream	dreamt, <i>R</i>	dreamt, <i>R</i>
Bind	bound	bound	Dress	drest, <i>R</i>	drest, <i>R</i>
Bite	bit	bitten	Drink	drank	{ drank drunk
Bleed	bled	bled	Drive	drove	driven
Blow	blew	blown	Dwell	dwelt, <i>R</i>	dwelt, <i>R</i>
Break	broke	broken	Eat	ate	eaten
Breed	bred	bred	Fall	fell	fallen
Bring	brought	brought	Feed	fed	fed
Build	built, <i>R</i>	built, <i>R</i>	Feel	felt	felt
Burn	burnt, <i>R</i>	burnt, <i>R</i>	Fight	fought	fought
Burst	burst	burst	Find	found	found
Buy	bought	bought	Flee	fled	fled
Cast	cast	cast	Fling	flung	flung
Catch	caught, <i>R</i>	caught, <i>R</i>	Fly	flew	flown
Chide	chid	chidden	Forsake	forsook	forsaken
Choose	chose	chosen	Freeze	froze	frozen
Cling	clung	clung			

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Get	got	{ got, gotten	Mow	mowed	mown, <i>R</i>
Gild	gilt, <i>R</i>	gilt, <i>R</i>	Pass	past, <i>R</i>	past, <i>R</i>
Gird	girt, <i>R</i>	girt, <i>R</i>	Pay	paid	paid
Give	gave	given	Pen	pent, <i>R</i>	pent, <i>R</i>
Go	went	gone	Put	put	put
Grave	graved	graven, <i>R</i>	Quit	quit, <i>R</i>	quit, <i>R</i>
Grind	ground	ground	Rap	rapt, <i>R</i>	rapt, <i>R</i>
Grow	grew	grown	Read	read	read
Hang	hung	hung	Rend	rend	rent
Have	had	had	Rid	rid	rid
Hear	heard	heard	Ride	rode	ridden
Heave	hove, <i>R</i>	hoven, <i>R</i>	Ring	{ rang, rung	rung
Hew	hewed	hewn, <i>R</i>	Rise	rose	risen
Hide	hid	hidden	Rive	rived	riven, <i>R</i>
Hit	hit	hit	Run	ran	run
Hold	held	held	Saw	sawed	sawn, <i>R</i>
Hurt	hurt	hurt	Say	said	said
Keep	kept	kept	See	saw	seen
Kneel	knelt, <i>R</i>	knelt, <i>R</i>	Seek	sought	sought
Knit	knit, <i>R</i>	knit, <i>R</i>	Seethe	sod, <i>R</i>	sodden, <i>R</i>
Know	knew	known	Sell	sold	sold
Lade	laded	laden, <i>R</i>	Send	sent	sent
Lay	laid	laid	Set	set	set
Lead	led	led	Shake	shook	shaken
Leave	left	left	Shape	shaped	shapen, <i>R</i>
Lean	leant <i>R</i>	leant, <i>R</i>	Shear	sheared	shorn, <i>R</i>
Leap	leapt, <i>R</i>	leapt, <i>R</i>	Shave	shaved	shaven, <i>R</i>
Lend	lent	lent	Shed	shed	shed
Let	let	let	Shine	shone, <i>R</i>	shone, <i>R</i>
Lie	lay	lain	Shoe	shod	shod
Light	lit, <i>R</i>	lit, <i>R</i>	Shoot	shot	shot
Lose	lost	lost	Show	showed	shown, <i>R</i>
Make	made	made	Shrink	{ shrunk, shrank	shrunk
Mean	meant	meant	Shred	shred	shred
Meet	met	met			

<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>	<i>Pres. T.</i>	<i>Past T.</i>	<i>Past P.</i>
Shut	shut	shut	String	strung	strung
Sing	{ sang, sung	sung	Strive	strove	striven
Sink	{ sunk, sank	sunk	Strow	strowed	strown, <i>R</i>
Sit	sat	sat	Swear	swore,	sworn
Slay	slew	slain	Sweat	sweat, <i>R</i>	sweat, <i>R</i>
Sleep	slept	slept	Sweep	swept	swept
Slide	slid	{ slidden slid	Swell	swelled	swollen, <i>R</i>
Sling	slung	slung	Swim	{ swam swum	swum
Slink	slunk	slunk	Swing	swung	swung
Slit	slit	slit	Take	took	taken
Smite	smote	smitten	Teach	taught	taught
Sow	sowed	sown, <i>R</i>	Tear	{ tore, tare	torn
Speak	{ spoke, spake	spoken	Tell	told	told
Speed	sped	sped	Think	thought	thought
Spend	spent	spent	Thrive	throve, <i>R</i>	thriven, <i>R</i>
Spin	{ spun, span	spun	Throw	threw	thrown
Spit	{ spit, spat	spit	Thrust	thrust	thrust
Split	split	split	Tread	trod,	trodden
Spread	spread	spread	Wax	waxed	waxen, <i>R</i>
Spring	{ sprang, sprung	sprung	Wake	woke, <i>R</i>	woke, <i>R</i>
Stand	stood	stood	Wear	wore	worn
Stay	staid, <i>R</i>	staid, <i>R</i>	Weave	wove	woven
Steal	stole	stolen	Wed	wed, <i>R</i>	wed, <i>R</i>
Stick	stuck	stuck	Weep	wept	wept
Sting	stung	stung	Wet	wet, <i>R</i>	wet, <i>R</i>
Stride	{ strode, strid	stridden, strid	Whet	whet, <i>R</i>	whet, <i>R</i>
Strike	struck	{ struck, stricken	Win	won	won
			Wind	wound, <i>R</i>	wound
			Work	wrought, <i>R</i>	wrought, <i>R</i>
			Wring	wrung	wrung
			Write	wrote	written

A few verbs, usually regular, are sometimes spelled with *t* instead of *ed*; as *spelt*, *spilt*, *learnt*, *smelt*, *blent*, *spoilt*.

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